DOCUMENT RESUME

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ABSTRACT

In the absence of outside funding, the University of Minnesota, with the cooperation of public and private school educators and lay citizens of the area, began to develop on its own individualized, competency-based programs that would serve both preservice and in-service teachers. These efforts resulted in the development of the Secondary Teacher Education Program (STEP) for preservice teachers, a new Master of Education degree, and an "Academic Fair" summer program for in-service teachers. STEP is a five-phase, competency-based, individualized program which features early and continuous contact with secondary school classrooms and students, individualized learning packages called "seedpacs," continuous assessment and monitoring, and a variety of teaching/learning methods. The new Master of Education degree program deals specifically with the continuing educational needs of practicing teachers and the in-service needs of school districts. It, too, is an individualized program in which credit is earned by performance, not by time served. The "Academic Fair" summer program features scheduling that is truly flexible: independent study, small groups, meetings scheduled once or twice a week, classes that meet all day, and classes that never meet. (This document contains a summary, case study, and appendixes with supplementary material for each of the three parts of the program.) (Author/JA)

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Distinguished Achievement Awards Entry

University of Minnesota, Duluth

- - - Letter of Transmittal

- - - Part I, Summary

- - - Part II, Comprehensive Case Study

- - - Part III, Abstract

November, 1973

Part Three

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

Please Type or Print:

Name of Program Submitted: A three-part, flexible individualized teacher-education program

Institution (complete name): University of Minnesota, Duluth

President: Raymond W. Darland, Provost

Campus Public Information Officer: Julian B. Hoshal

Faculty Member Responsible for Program: David A. Vose

Title of the Faculty Member: Vice Provost for Academic Administration

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Signature: David A. Vose

Title: Vice Provost for Academic Affairs Date: November 20, 1973

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

SAMPLE: *Hypothetical Sample Description:* Recognizing the necessity for public school teachers to have a continuing education as well as realizing the need for continually updating the elementary science curriculum, the College of Saint Alphonsia Joseph, together with the school district of Stockton, New Hampshire, began in 1969 the Advance Learning for Science Teachers Program (ALSTP). The program, initially funded by a National Science Foundation grant, features a six-week summer institute during which members of the college staff instruct teachers throughout the school district. Also, 30 consultants from the college's science and education departments visit each of the elementary schools during the year. Featured in the six-week institute are effective ways to teach environmental studies, using the neighborhood as key resource. The program has had sufficient impact to project a similar one for secondary science teachers.

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With the knowledge that most large-scale changes in teacher education over the past few years were accomplished with the aid of substantial financing from federal or foundation funds, and faced with the realization that dependency on these funds to assist in substantially improving the teacher-education program would delay any changes for some time to come, the Department of Secondary Education at the University of Minnesota, Duluth decided to "do-it-ourselves". With the assistance and co-operation of public- and private-school educators and lay citizens in northeastern Minnesota, the University of Minnesota, Duluth began in 1970 to develop individualized, competency-based programs which would serve both pre-service and in-service teachers. These efforts

(over)

resulted in the development of the Secondary Teacher Education Program (STEP) for pre-service teachers, a new Master of Education Degree, and an "Academic Fair" summer program for in-service teachers. The implementation of STEP began in September, 1972. The M.Ed. program and the Academic Fair were initiated during the summer of 1973. All three parts of the total program feature flexibility, openness, opportunity for continuous evaluation and feedback, and a variety of activities tailored to enable each student to achieve pre-determined goals and objectives.

Summary

A three-part, flexible, individualized teacher-education program which spans the pre-service, in-service continuum has been developed and implemented. The program was designed with the co-operation of the public and private elementary and secondary schools in northeastern Minnesota. The program is a "do-it-yourself" effort which received no outside funding and is proof that teacher education institutions need not rely on massive foundation or federal funding in order to fundamentally improve programs.

The first part of the total program is the Secondary Teacher Education Program (STEP) which replaced a traditional teacher-education program in September, 1972. STEP is a five-phase competency-based, individualized program which features early and continuous contact with secondary school classrooms and students, individual learning packages called SEEDPACS, continuous assessment and monitoring, and a variety of teaching-learning methods--including small-group activities, seminars, simulations, micro-teaching, and independent study, in addition to some large-group presentations.

The second part of the program is a new Master of Education Degree which deals specifically with the continuing-education needs of practicing teachers and the in-service needs of school districts. It too is an individualized program in which credit is earned by performance, not by time served. No core of courses is required of all students, and the program can include workshops, directed study, credit packages, and activities at the local school level as well as activities on the campus.

The third part provides a new approach to summer-school offerings for teachers in a programs approach called an "Academic Fair". All courses offered

by the Department of Secondary Education are available for summer-school students under ten program categories. The usual method of scheduling courses to meet every day for a certain period of time was discarded in favor of scheduling which is truly flexible: independent study, small groups, meetings scheduled once or twice a week, classes that meet all day, classes that never meet, and all variations which may be dictated by the needs of the individual students.

The summer program substantially increased enrollment over the previous summer's program, and an evaluation indicated a high degree of student satisfaction.

University of Minnesota, Duluth November 20, 1973

A Three-Part, Flexible, Individualized Teacher-Education Program

The University of Minnesota, Duluth has demonstrated that it isn't necessary to depend on large grants of money in order to develop and implement innovations in pre-service and in-service teacher-education programs. Since the fall of 1972, three major programs have been implemented by the do-it-yourselfers at UMD: (1) a new competency-based Secondary Teacher Education Program (STEP), (2) a new Master of Education Degree, and (3) a unique summer school program for in-service teachers. All three of the programs were developed with no outside funding. All that is required is a faculty committed to improvement in teacher education and substantial amounts of blood, sweat, and tears. Let us examine the characteristics of each of the new programs.

STEP

Development and Implementation

The Secondary Teacher Education Program was but a gleam in the eyes of the Department of Secondary Education in 1970. After contributing to, and listening to, years of critical comment concerning teacher-education programs in general--and the traditional type of program then in operation at UMD in particular--members of the Department decided in the fall of 1970 that the time had come to examine seriously our program as it existed and to begin the work of developing an improved program.

In order to collect information from a large number of people in an efficient manner, the Delphi Technique was used. Questionnaires were mailed to 1100 school administrators, in-service teachers, pre-service teachers, high school students, and lay people in order to determine what skills, understandings, and competencies were deemed essential in effective teachers. The information on the questionnaires was categorized, refined, and returned to the senders along with a request to rank the identified competencies on the basis of "essential," "desirable," or "not necessary." These data were again refined, and by the spring of 1971,

we had developed a list of competencies for a new program.

In addition to holding a commitment to a competency-based program, the members of the Department were firmly convinced that drastic changes had to be made in the teaching-learning methods employed in the teacher-education program. For years we had lectured about individual learning styles, individual differences, the necessity to provide a variety of learning activities, and the necessity to "let each student progress at his own rate." However, the example which we provided was the old, traditional, lecture, large-group, "tell-'em-and-test-'em" model. There was little attempt made to relate theory to practice; and in addition, the sequence of courses in the traditional program was suspect. Pre-service teachers in the old program were being taught the usual learning theories, human-growth-and-development patterns, and history and philosophies of education a full year before they were allowed to work with secondary students in junior and senior high schools. In effect we were saying, "Learn this stuff because when you get into that classroom you have to know this." We were telling students that there was a need to learn certain skills, concepts and understandings that they could not relate to any reality based on experience.

We were convinced that our new program had to bring theory and practice closer together. There was almost unanimous agreement, based on the hundreds of questionnaires received, that an improved teacher-education program must have provision in it for early and continuous involvement with students in junior and senior high schools.

During the summer of 1971, members of the Department began the development of the new model, based on the data gathered during the 1970-71 academic year. University students participated on committees in this development and they earned course credit for their contributions. We realized that without the pressure of a deadline for implementation, the development of the model could take years. Accordingly, we set September 1972 as the date that the new program would go into effect. The deadline was met, and STEP was implemented in September

1972. Students who had entered teacher education under the old program were phased into the appropriate places in the new program. During the current academic year, almost all of our students are in the new program.

We are convinced that certification of teachers based on a series of courses and credits no longer is the best pr ion of teachers who will be expected to function in a rapidly changing profession. The ability to perform certain specified behaviors at a criterion level is a more rational basis for recommending candidates for certification.

The model which was developed and implemented in September 1972 has continuous feed-back opportunities in it and this feed-back has resulted in revisions and changes in the implementation of the model.

A comparison of the STEP program with a traditional program is offered as a graphic illustration of the differences.

Comparison of Traditional Program with Step Program

Traditional Program	STEP Program
1. Student teaching is the only contact prospective teachers have with pupils in secondary schools, and this comes at the end of the program.	1. Students become involved with secondary pupils to varying degrees in each phase of the program. Interaction is more frequent and over a longer period of time.
2. All students take the same sequence of courses regardless of ability or experience.	2. Each student's program is tailor-made to his goals, measured aptitudes and existing performance level.
3. Screening for admission occurs at the time a student applies for student teaching.	3. Screening for admission is at the time a student applies to the program in secondary education, usually at the beginning of the junior year.
4. The approach is cognitive and theoretical; students have no experience basis to understand or apply theory.	4. Theory is related to classroom experiences with learners that students are having at the time. Affective factors in learning are emphasized.
5. No systematic assessment is made of strengths, weaknesses, attitudes, values or goals of the student.	5. Assessment of strengths, weaknesses, attitudes, values and goals made at time of admission and reassessment made throughout the program.

6. Advisement is on a hit-or-miss basis.	6. Each student is assigned an adviser in the department as soon as he is admitted to the program.
7. Student performance is almost solely verbal; little is known about skills and specific teaching behaviors until the student teaching experience.	7. Student progress depends upon a student's ability to perform in specific ways and demonstrate designated competencies.
8. Faculty members have had little opportunity to know students in depth.	8. Students are in frequent contact with some faculty members for as long as two years.
9. Lecturing to large groups is the primary method of instruction.	9. A variety of methods such as small groups, seminars, simulations, micro-teaching and independent study are used.
10. If unsuited for teaching, students cannot learn of their inability to work with secondary students until a heavy commitment of time and money and credits has been made.	10. Students get early, direct experience with the teaching situation and are better able to judge their suitability for the profession.
11. Students can complete the program with little personal commitment to teaching as a career.	11. The structure of the program requires a greater degree of commitment on the part of students.
12. The program cannot meet the new State Department certification requirements for teachers with respect to human relations.	12. Human relations components are built into all phases of the program.
13. Little provision is made for the coordination of some of the methods courses with the rest of the program.	13. Methods instruction is an integral part of the sequence of a student's experiences.

Program Operation

As a basis for the development of this program, we identified a set of understandings, skills, and behaviors that should be the goals of the program. Specific behavioral objectives associated with these goals were developed for each phase of the program. The identification of the desired terminal behaviors enabled us to establish the experience sequences, determine behaviors prerequisite to other higher level behaviors, and to make realistic assessment of abilities.[1]

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1. See Appendix A for a concise "systems" presentation of the operation of the program.

The program contains a number of major innovations or deviations from past practice. These are characteristic for the program as a whole and are common to all phases. A course is considered to have been successfully completed and credits are granted when a student is able to perform to a criterion level those behaviors prescribed as outcomes for the course. Individual students vary in the time it takes them to reach the required standards. Instead of time being a constant and performance being distributed, mastery of a skill or performance level is constant and the time to reach the standard is the variable.

A student's individual study program is organized around the work he does on a set of individual learning packages called SEEDPACS (SEcondary EDucation PACkets), some of which are required of all students and others which are chosen by the student. These SEEDPACS have the following components:

a list of major concepts to be developed
a set of inquiries to be explored as direction to the student's study
a pre-test
a set of behavioral objectives that spell out how the student must perform at the end of his learning experience
descriptions of activities such as readings, papers to be written, involvements with various media, lectures to be attended, seminars in which to participate, and activities related to community groups
a self evaluation
a final test of proficiency

Some SEEDPACS are independent of other SEEDPACS and others are prerequisite to the study of more advanced units. In some areas of concentration, a student is required to meet predetermined standards of proficiency in the stated outcomes of each SEEDPAC before he can begin to work on the next.[2]

Small groups are used in many ways. Probably the most important kind of group is the "growth group." A student is assigned to one of these groups consisting of 15-20 students and a faculty member at the time he is admitted to the program. The student is a member of this group until he completes the program. Composition of the groups changes slowly since changes occur only as persons leave upon completion of the program or enter as they begin the program.

2. Samples of SEEDPACS are included in Appendix A.

In the growth groups, stress is on the affective and humanistic development of the prospective teacher. Topics for study and discussion include individual teaching goals, philosophy, attitudes toward students, reactions to observed behaviors of teachers and students, personality development, and the like. Other groups are formed from students with the same major, for the investigation of particular problems, for research activities and for more effective study of difficult concepts.

Two new State Department certification requirements related to drug information and human relations education are met through the study of specially designed SEEDPACS and other activities in each phase. This results in a continuous development in these areas.

Students interested in secondary teaching at UMD take Phase I of STEP for 2 credits during the second or third quarter of the sophomore year. In this phase, an orientation to teaching, 15 hours of structured observation in secondary classrooms give students a chance to look at a number of teacher workdays. Students study teaching as a career, including placement opportunities, salaries, and professional-growth opportunities. Students are expected to get a better feel for whether or not they wish to commit time and energy to continued work in teacher education. They are encouraged to take a good hard look at the demands of the profession in terms of their own goals, abilities and shortcomings. An interview with a member of this department is the terminal activity of this phase.

Phase II is a 7-credit block in which students combine 6 hours per week working in a junior-high-school or high-school classroom as a teacher's helper, tutor, and/or small group facilitator along with more formal study of adolescent development, learning and other theoretical material. This gives students an opportunity to reconcile theory with the ideas they gain from their own observation of, and experience with, adolescent learners.

Phase III is another 7-credit block in which students learn the skills and competencies associated with planning for instruction, performing as a teacher, and evaluating the results of instruction. Emphasis is on the practical: determining goals for instruction, stating objectives, choosing instructional materials and strategies, acquiring skills in questioning, making oral presentations, using audio-visual materials, using small-group techniques and measuring student performance. Some of the means are the use of videotape to record performance, micro-teaching sessions and special seminars with methods persons in the major area. On occasion students have the opportunity to try out a unit, an inquiry technique or some other short-term lesson with a group of secondary pupils, but most practice work is done with other STEP students acting as "pupils." After students develop the set of competencies we feel necessary to do a good job in the classroom, they are considered to have completed Phase III.

Phase IV is a 14-credit practicum during which STEP students assume full responsibility for instruction of a group of secondary students for a full quarter, preferably with another STEP student as a partner. They are assigned to a certified secondary teacher for a full day of teaching in the major area. Wherever possible we engage students in this activity in pairs so that they can help each other, evaluate each other's performances and learn to work as part of a team. In this phase they are expected to put into play the skills developed in Phase III, to practice good interpersonal relations and learn more about themselves as future teachers.

Phase V, four credits, is designed to help students prepare to enter the profession. Job placement, certification, tenure, salaries, legal responsibilities of teachers, professional organizations, and innovations in education are among the topics studied. Students also can take an initial look at related occupations in administration, counseling, special education and the like if

they choose. Students can register for Phase V concurrently with Phase IV to provide a "professional" quarter.

In all phases, students are expected to demonstrate a high degree of ability to direct their own learning efforts, establish their own priorities for commitment of time and study effort, and begin to become more independent learners and decision makers. Students who are highly dependent on extrinsic motivation find some difficulty in meeting the demands of the program. Individual study packages and recommended readings have replaced required textbooks. Small-group seminars and a large number of individual conferences have replaced large group lectures. A combination of essay and oral examinations is used instead of objective tests. Phases are considered to be completed when the student can perform certain tasks in an acceptable way. Since achievement is based on mastery rather than on comparisons of student performance, the grading is P-N.

STEP requires commitment to teaching on the part of students. It places great demands on students in terms of effort and self discipline. Students who complete STEP should be sure of themselves and their competencies, self-directed in their learning and capable of making the role changes that continuing modifications in education will require.

MASTER OF EDUCATION DEGREE

The second part of the change in teacher education at the University of Minnesota, Duluth addresses itself to the needs of teachers in the field. It was becoming increasingly evident that the traditional graduate school programs offered at UMD were not meeting the needs of many of our in-service teachers. The traditional paternal model was followed: the educational institution was telling students (in this case experienced teachers) what they should study in a graduate program. The teaching-learning model was primarily lecture, and the activities were almost exclusively college courses. In a time when educators

are talking more and more about letting students make decisions about what they are going to study and when, it seemed ironic that graduate school programs in education were still prescribing most of the areas of study for practicing teachers. It was another case of "Don't do as I do--do as I say."

Admission to the existing Master of Arts program offered by the Graduate School of the University of Minnesota is determined primarily by the candidate's undergraduate G.P.A. An overall G.P.A. of 2.80 appears to be the minimum that is accepted. An analysis of UMD graduates in the period 1965-69 revealed that on the basis of undergraduate G.P.A., 65% of the UMD graduates of this period who were certified to teach in elementary or secondary schools would not be admitted to the M.A. Degree program of the Graduate School should they apply. It was clear that the M.A. Degree program could not serve the continuing educational needs of two-thirds of the practicing teachers in the area simply because of the admission requirement of the Graduate School.

At about this same time, increasing demands by public school educators in the state of Minnesota for more voice in determining the scope and methods of their in-service education led to the adoption of a continuing education regulation by the Department of Education of the State of Minnesota. Briefly, this regulation stipulates that life certificates will no longer be issued, and that educators must earn 120 renewal units during each five-year period of certificate renewal. Renewal units may be granted for college or university work, activities in the local school district, travel, committee work, and a variety of other activities. The local school district continuing-education committee (made up of teachers, administrators and board members) makes decisions concerning renewal units.

These two developments--the increasing concern about the inadequacy of traditional graduate-school programs for in-service teachers, and the adoption of the continuing-education regulation which involved members of the education

profession in decisions concerning their in-service education--resulted in the development and implementation at UMD of a new professional graduate degree program for teachers. The Master of Education degree features programs that are individually tailored to the students' professional goals and needs. Credit is earned by performance, not by time served. No "core" of courses is required of all students, nor is a major thesis required. In addition to college courses in academic areas and in education, the individual programs can include: workshops, short courses, directed study, in-service work with colleagues, credit packages for classroom experimentation and innovation, curriculum development activities, production of instructional materials--or any activity which the student and his advisors decide will help the student achieve his goals and objectives.

In the Master of Education Degree Program at UMD, each degree candidate plans his individual degree program in consultation with a committee of faculty members. This degree program is designed to meet the professional needs and goals of the student as they are clarified in the consultation process. Teachers are encouraged to develop a minimal level of competence in areas that are thought to characterize a master teacher.

Admission to the program is based on a number of criteria. Past scholastic achievement, as represented by the undergraduate grade point average and previous graduate level work, is considered. A test of scholastic aptitude is required. The candidate's potential for using the results of post-baccalaureate study to exert leadership in instructional improvement is evaluated by immediate supervisors, colleagues and program faculty members. The extent to which the candidate has profited from experience and other non-formal learning is evaluated by supervisors and colleagues. Weakness in any one of these areas can be compensated for by strengths in the others.

Once admitted, a candidate must prepare a well defined, explicitly stated statement of goals and objectives for his graduate study. In consultation with

his faculty committee, these are measured against his level of knowledge and competence in the areas of curriculum, instructional methodology, classroom sociology, educational psychology, and the content in his teaching specialty. His program is then planned to meet his identified needs and goals.

The advisement committee is appointed to help the student achieve his program objectives. The work equivalent of 45 credits is needed for the degree, but flexibility is provided in the way credit is awarded. In most cases, credit is given for specific achievement, not for attendance in classes for a given time. It is the responsibility of the advisement committee to guide the student, monitor his progress and decide when the student should be awarded the degree.

There is no residence requirement. Students can be registered to receive credit for work being done principally in the teaching situation. Much of the work that must be done on the campus is done through the medium of summer courses, late afternoon, evening and Saturday classes. Off-campus classes, seminars, and individual conferences are arranged as needed.

Since credit and progress is based on the attainment of specific objectives and the ability to demonstrate particular competence, minimal standards are necessarily higher than the usual requirements for "passing" a course.

This program is designed to blend with in-service needs for both teachers and local school districts. Teachers and administrators are exploring ways by which the resources of the program can be used to meet both kinds of needs.

The Master of Education Degree program began on July 1, 1973 and as of November 1, 1973, there have been 100 applications for admission. There are presently 75 graduate students in the program.

SUMMER-SCHOOL PROGRAM

Closely inter-related to both the pre-service STEP program and the in-service Master of Education degree program is the new approach to summer school implemented by the UMD Department of Secondary Education. The Department was given permission

to experiment with a programs approach to summer course offerings during the summer of 1973. The program was titled "An Academic Fair" and stressed flexibility and openness. All courses listed by the Department were offered. Faculty members worked with students individually in selecting learning experiences which would meet their needs and assist them in arriving at their goals. Some of the activities were traditional and scheduled; others were non-traditional and scheduled; and still others were non-traditional and unscheduled. Students had the opportunity to concentrate their efforts in one area or in several; they could enroll primarily in some other department at UMD or some other college or university and spend a part of the time with the Department of Secondary Education. A total of ten areas of concentration or programs were offered with a staff member in charge of each area. Students registered and received credit through the existing framework of courses, registration, and enrollment procedures. The budget for the program was comparable to the budget for the Department for the previous summer.

Program areas offered were as follows:

1. New Classroom Procedures and Materials
2. Human Relations
3. Driver Education
4. Technology in the Classroom
5. Individualizing Instruction
6. Drug Education
7. Educational Administration
8. Community Schools
9. Computers in Education
10. STEP (Phases III, IV)

The Measurement Services Center of the University of Minnesota conducted an evaluation of the "Academic Fair." There were 316 graduate students enrolled

and responses were received from 63%. The summary of the Program Satisfaction Questionnaire indicated a high percentage of "Satisfied," "Somewhat satisfied," and "Very satisfied" responses to all 49 items.[3]

Most faculty members agreed that their work loads were heavier than in a typical summer session; that students seemed as motivated or more motivated (none indicated less motivated), that students generally seemed to have positive feelings about the program, and that the programs approach should be continued. The Department has taken official action recently to offer the programs approach again during the 1974 summer session.

Greater flexibility in tailoring summer school programs to meet individual student needs has not only met with the approval of students and faculty, but has attracted the attention of University administrators and other departments. The Academic Fair offered by the Department of Secondary Education reversed a downward trend in summer school enrollments. At a time when the other seven departments in the Division of Education and Psychology suffered deficits of from $1300 to over $9,300 during the summer of 1973, the Department of Secondary Education was attracting students in such numbers as to show a profit of over $7,100. Admittedly, the University is not a profit-making organization, but the figures do reflect enrollments and suggest that the downward trend in summer school enrollments and subsequent increased financial drain on the University can be reversed by offering innovative and quality programs.

These then are the three components of a total, flexible, individualized, competency-based approach to pre-service and in-service teacher education at the University of Minnesota, Duluth. At a time when research and development funds for education are scarce, we feel that it is especially important to demonstrate that substantial improvements can be made in teacher-education programs without depending upon a massive infusion of federal or foundation

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3. The results of this questionnaire are given in full in Appendix C.

funding. It can also be done by commitment to improvement, and a willingness on the part of public-school educators and university professors to devote much time and energy in a co-operative effort to develop and implement programs that are designed to better meet the professional needs of educators in a rapidly changing profession and society. The development and implementation of these programs at the University of Minnesota, Duluth are proof that you can really "do it yourself."

Distinguished Achievement Awards Entry

University of Minnesota, Duluth

Supplementary Materials

- - - Appendix A, Materials Pertaining to STEP
(Secondary Teacher Education Program)

November, 1973

YOU'RE

IN

SECONDARY

TEACHER

EDUCATION

PROGRAM

HANDBOOK FOR STUDENTS PLANNING TO ENROLL IN PHASE II

Department of Secondary Education
Division of Education & Psychology
University of Minnesota, Duluth
Fall -1973- Edition

PHASE II (7 credits)

INTRODUCTION

Your time in this phase will be split between in-school activities and campus related activities. You will spend a minimum of 6 hours per week during the quarter in a school arrangement. You will select a twice a week hour to meet regularly in an on-campus seminar.

Further time in this phase will be spent in working on the self-contained instructional packages called SEEDPACS.

As part of your work toward the objectives of the SEEDPACS, you will spend considerable time in public school classrooms. Here you will help the teacher in many ways--tutoring, acting as an aide, etc. While performing in this role you will be assigned certain tasks, which will involve your careful study of students, the learning process, and the instructional environment. Although the time you spend working with students must be carefully scheduled, you may complete the SEEDPACS at your own rate. Completion of a certain number of designated SEEDPACS will be necessary before you are given credit or are allowed to register for the next phase.

In addition to work in classrooms, you will need to participate in seminars with other students, attend formal and informal instructional sessions with faculty members, and work with audio-visual materials. All of these activities relate to the SEEDPAC objectives.

During this phase you will be expected to meet with your growth group and with your departmental adviser.

In your off-campus experience you are to serve as a combination tutor-aide-observer in the classroom to which you have been assigned. In this role you are a representative of UMD and a helping "member" of the instructional staff of the school. Conduct yourselves accordingly in behavior, dress, etc. Feel free to ask thoughtful questions but be sparing with your suggestions. You are there to learn, not to give advice. You are to spend a minimum of six hours per week on a regular basis. You must appear punctually and regularly since this is one of the major requirements of Phase II. One of our department members has been assigned to the school you will work in. Find out who he is and contact him if any questions or problems arise. Your performance will be evaluated and will be a major determinant in decisions regarding your continuance in the program. You should enjoy this experience and use it to help you make up your mind about teaching as a career.

A total of 9 SEEDPACS are involved in Phase II study. 6 of these are in adolescent psychology and learning theory. These are not in sequence and can be studied in any order. The two in human relations and the one in drug education are independent and can be worked on at any time. Obtain all SEEDPACS from the STEP office as soon as possible and get busy at them. Required activities include written work relating the theory and ideas of the SEEDPACS to your classroom experience, and an evaluation of your performance on each SEEDPAC. Plan your time and study so you work steadily and don't get bogged down. No one will press you; you must direct your own efforts and can learn at your own rate. However, completion of Phase II is a pre-requisite for admission to Phase III.

Throughout the quarter you should be constantly reconciling what you get from your readings, seminars, films, etc. with what you observe and experience in your classroom work.

Be sure you get in the habit of checking the STEP bulletin boards almost daily.

You are a member of a Growth Group, a small group of STEP students and one STEP faculty member. Watch the GROWTH GROUP bulletin board for notice of the meeting, especially the first meeting.

Procedure

REGISTER FOR PHASE II COMPLETE FORM D (green sheet in this booklet) PRIOR TO PICKING UP PHASE II CLASS CARDS
READ THE GUIDELINES GIVEN YOU AT REGISTRATION

ATTEND THE ORIENTATION SESSION FOR PHASE II

Watch the Phase II Bulletin Board for your classroom participation assignment and for the time and place of the orientation meeting.

OBTAIN THE FIRST SEEDPACS FROM THE STEP OFFICE AND BEGIN WORKING ON THEM

GET TO YOUR ASSIGNED SCHOOL ON THE FIRST DAY SCHEDULED. CONTACT THE PERSON DESIGNATED FOR THAT PURPOSE

This is an important phase for you. You should make the best use of your study and your experiences with students to find out how badly you want to be a secondary teacher. Frequent self-evaluation--of your goals, your interests, your identifiable abilities--should help you decide whether continued work in this area is in your best interest.

PHASE III (7 credits)

Introduction

After completion of Phase II, you may register for Phase III. If you do not do this in the quarter immediately following that in which you complete Phase II, continue to attend growth group meetings regardless. Phase III may be taken in the summer.

You will continue work on SEEDPACS in this phase. Many of these will be directed toward your acquiring specific skills. You will have frequent opportunity to practice these skills. You will be asked to produce certain kinds of material such as written objectives, units of instruction, tests, videotapes of your performance in various roles, and evaluation of your own and your peers' performances. You will practice certain behaviors with small groups or your peers, with small groups of students from secondary schools and with classroom groups from secondary schools.

Procedure

REGISTER FOR PHASE III COMPLETE FORM E (blue sheet in this booklet) JUST BEFORE PICKING UP CLASS CARDS. READ THE GUIDELINES GIVEN YOU.

Be sure that you keep the two hour blocks of time described by the sections in the Guidelines open all week. Not all of this time will be used for seminars, microteaching sessions, films, etc. but much of it will be. In some of the microteaching sessions, you will be practicing teacher behaviors; in others you will be part of the class being taught.

ATTEND THE PHASE III ORIENTATION SESSION. MEET THE FIRST CLASS AS SCHEDULED.

You have 16 SEEDPACS to work through in this Phase. Many of these are very short. Some of them are completely "performance" based in that they involve only microteaching. In most of these units you will have some general work with added requirements set by the person in your major area methods field. Both kinds of small group seminars will be held.

This Phase is to help you develop those specific classroom skills that will enable you to do a creditable job in the classroom. Planning for instruction, selecting instructional materials, using audio visual and other aids and developing special techniques associated with your major are some of the areas in which you will do work. If you have already developed some of these skills, your work in this Phase will be lessened.

Frequent evaluation of your progress in this phase will be necessary since this is a very critical phase in the development of those competencies you will need to be an effective teacher. You should be engaged in constant self-evaluation to supplement our monitoring of your progress.

MEET ALL CLASSES, SEMINARS AND MICROTEACHING ASSIGNMENTS AS ASSIGNED IN THIS PHASE

Attendance is required at all meetings in Phase III unless you have been excused. The emphasis is on skill development. For many of these skills, practice is essential. For many, a model must be followed.

Many of the permanently recorded products of SEEDPACS in this Phase will be filed for study by interested hiring officials. Be sure that they are of a quality which you feel represents your best effort. Don't hesitate to ask for an opportunity to practice those competencies you feel need improvement. Your attention to details in this phase will make the Practicum transition easier and your experience more rewarding.

Phase IV (~~16~~ 14 credits) (additional credits in ~~Phase IVA~~ are possible)

Introduction

After completion of Phase III, you may register for Phase IV. If you do not do this in the quarter immediately following the quarter in which you complete Phase III, continue to attend the growth group meetings anyway.

Classroom experiences which you will have had in earlier phases will have been under rather close supervision, and for the purpose of reaching rather specific objectives. In this phase, you will function in a setting more nearly like that in which you will operate as an in-service teacher. You will have as complete responsibility for the management of the classroom as law and practicality will allow.

You may go out with a partner, when this can be arranged, to give you experience in team planning and coordinating of instruction. You and your partner will critique each other and videotape each other for evaluation by the directing teacher and the University supervisor. The full range of activities normally associated with working as a full-time faculty member in a school will be available to you, and a realistic self-evaluation should be possible. This is a time for you to "put it all together", working on inadequacies, and reinforcing strengths. The end of this phase should find you with a personal theory of teaching with which to start your career.

Procedure

Registration for Phase IV should be planned for in advance. You should carefully consider your involvement in this experience, since it will occupy almost all of your time during the quarter. It will be virtually impossible for you to take any other classes since (1) you will have all your time taken up during the times UMD classes are held, and (2) this is a mentally and sometimes physically demanding experience that will absorb all your energies if you do your best work. You should realize that there is a good possibility you might not be able to live on campus during the quarter in which you do Phase IV.

BE SURE YOU PICK UP THE APPLICATION FORMS FOR PHASE IV AT THE PHASE III ORIENTATION

Complete these forms and hand them in to the STEP office one week after you receive them. Delay in this might jeopardize your placement in a school for Phase IV. A set of the forms is also attached to help you plan ahead or in case you lose those given you.

WATCH FOR SPECIAL ANNOUNCEMENTS REGARDING PHASE IV PRE-REGISTRATION DURING YOUR PHASE III QUARTER.

The date and time for pre-registration will be posted on the Phase IV bulletin board and other locations around campus. These will also appear in the Statesman.

Information regarding your Phase IV placement (and partner, if appropriate) will be made available to you as soon as possible, particularly if you will be going outside the city. In that event you will need to make housing and other arrangements. Placements will be made in order to give you the best opportunity to learn within reasonable limits you might have. Some placements will be made in locations quite distant from UMD. Be sure you make contact with the STEP office with regard to any conflicts, problems, etc.

ATTEND THE PLACEMENT MEETING ON STUDY DAY. GET ANY SPECIAL INSTRUCTIONS OR INFORMATION THERE

At the placement meeting you will definitely learn the name of the school to which you have been assigned if that information has not yet been given you. You will also learn the identity of the Central Coordinator for that school, the person to whom you should report at the school, and the date and time when you should report. Those reports that must be completed by you during your Phase IV experience will be given to you at this meeting.

GET TO YOUR ASSIGNED SCHOOL ON DATE AND AT THE TIME SCHEDULED REPORT TO THE PERSON ASSIGNED.

Many schools will require students in teacher preparation to attend orientation sessions before being allowed to work in the system or building. ATTEND any orientation sessions scheduled by the school in which you work.

Arrange to meet with your Center Coordinator and the other University personnel assigned to you at regular intervals. You will be notified of the time and place of these meetings.

Attend meetings called by your special methods instructors.

Phase V (4 credits)

Introduction

This phase is designed to give you the kind of background that will make your transition from teacher-in-preparation to classroom teacher a smooth and pleasant one.

In this phase you will write a letter of application, conduct yourself in an interview with a prospective employer, and participate in other activities associated with locating and obtaining a position. The Secondary Education Department and UMD Placement Service will try to sell you as well as your record enables them to do so.

Here, too, you will study Seedpacs to help you be a more knowledgeable faculty member, community member, and professional educator in general. You will have the chance to participate in activities related to finance, such as tax determination, salary schedule construction, and materials purchase.

You will be able to identify with the roles played by administrative personnel, school board members, auxiliary personnel--such as counselors--and other persons working in education.

You may take Phase V concurrently with Phase IV or in the quarter following Phase IV. When you decide upon the quarter in which you wish to complete this requirement.

REGISTER FOP PHASE V. COMPLETE FORM X (white sheet in this booklet) PRIOR TO PICKING UP CLASS CARDS

Keep in touch with the placement office.

Participate in an active position finding campaign. See us for help with this.

Meet all appointments as scheduled.

FORM D

Phase II Student Schedule Request Form

1. Name _____
   Last First Middle

2. Current Address _____ Phone No. _____

   _____

3. High school graduated from _____

4. Major at UMD _____ Minor _____

5. College Classification Junior Senior
   1stQ 2ndQ 3rdQ 1stQ 2ndQ 3rdQ

6. Completed Phase I ____Yes ____No ____When? Current Overall GPA _____

You are required to reserve blocks of time for classroom experience and for on-campus meetings. You must spend at least 6 hours a week in a school classroom throughout the quarter. The preferred mode is in two 3 hour blocks, but other arrangements are possible in special cases. You must allow adequate time for travel - especially back to UMD in the morning or getting to the school early in the afternoon. Schools start generally at 8:00 and end at 3:30. Some typical blocks you might plan for are M,W: 8-12 or 12-4, M,F: 8-12 or 12-4, W,F: 8-12 or 12-4, T,TH 8-12 or 12-4.

7. I have arranged my schedule to do my off-campus experience as follows.
   TIME DAYS
   _____ to _____ _____ on _____

8. Do you have a car available? (circle) yes no

9. Can you give rides to other students? (circle) yes no

10. I prefer to have my Phase II classroom experience in (place 1,2, and 3 before the geographic areas to indicate your preference.)

    ____Eastern Duluth ____Hermantown, Proctor

    ____Central Duluth ____East Range

    ____Western Duluth ____West Range

    ____North Shore ____Cloquet, Esko, Carlton

11. I prefer to have my off-campus experience in (circle one)
    Junior High School Senior High School

12. Your on-campus activities must be scheduled into one of the following time periods. Check in the blank before the section you will attend.

    _____M,W 11:30-12:30 _____T,Th 11:30-12:30

    _____M,W 1:30- 2:30 _____T,Th 1:30- 2:30

Attendance at Phase II group meetings is required.

Revised Fall, 1973

FORM E

Phase III Registration Information

1. Name_____
   Last First Middle

2. Current Address_____ Phone Number_____

   _____

3. High School Graduated From_____

4. Major at UMD_____ Minor_____

5. Quarter registered Phase II_____19____

6. Quarter completed Phase II_____19____

STUDENTS REGISTERING FOR PHASE III MUST SELECT ONE OF THE FOLLOWING SECTIONS. SMALL GROUP SPECIAL METHODS WORK, MICROTEACHING, ETC. WILL BE SCHEDULED DURING THESE TIMES. NOT ALL PERIODS WILL BE USED, BUT YOU SHOULD KEEP THEM OPEN.

Indicate your preference for scheduled sessions listed below. Place a 1 in front of your first choice, 2 in front of your second choice, etc. Place an NP in front of any section that is not possible for you to attend.

Section

____1. 8:30 - 10:20 M-F

____2. 10:30 - 12:20 M-F

____3. 12:30 - 2:20 M-F

____4. 2:30 - 4:20 M-F

FORM X

Phase V SeEd 3-401 4 credits

Senior or Special Students only

Name _____
Last M.I. First

Current Campus Address _____ (notify us immediately of any changes)

Telephone Campus Number _____

Current Home Address _____

_____

Current Home Phone _____

Status in Student Teaching or Phase IV
Please check: _____ Completed When _____

_____ Taking Concurrently

You must reserve one hour per week for scheduled seminars. Indicate your choice of times listed below by placing a 1 in front of your 1st choice and a 2 in front of your 2nd choice, etc. and an NP if time is not possible.

_____ M 12:30 - 1:20

_____ W 2:30 - 3:20

_____ W 4:30 - 5:20

_____ Th 10:30 - 11:20

Revised Fall, 1973

TO: PHASE IV CLASSROOM SUPERVISORS

FROM: UMD STEP OFFICE

SUBJECT: EVALUATION OF PHASE IV STUDENTS

Enclosed you will find the following forms along with instructions to be used in the evaluation of Phase IV students:

1. FORM A (OPTIONAL)
2. FORM B (OPTIONAL)
3. FORM C (REQUIRED)
4. FORM D (2 copies) (REQUIRED)

Forms A&B are to be used on a continuous basis in Phase IV. Additional copies of Forms A & B may be obtained from the UMD Center Co-ordinator or from the STEP office at UMD.

Form C is to be used twice in the quarter with the last form to be placed in the students credential file at UMD.

Form D is for the students' mark: "Pass" or "No Credit". This form also is to be used for any subjective comments in evaluating the students' progress in Phase IV.

Forms C and D will be included in the students credential file. These completed forms are to be given to the UMD Center Co-ordinator for distribution to the appropriate personnel.

Thank you for your co-operation, help and guidance in participating in Phase IV.

Enclosures

Analysis and Evaluation of Work in the Phase IV Practicum

Characteristics of Good Evaluation

Let us look at some of the characteristics of good evaluation. Perhaps three of the more important are as follows:

1. Evaluation is a continuous process which takes place during the experiences of a learner. It thus becomes a basis for the modification of one's behavior from day to day and week to week.
2. Evaluation is a cooperative process, one in which teachers and learners share.
3. Evaluation is related to various goals and objectives of the learner. Since there are several different categories of goals and objectives, it is reasonable to expect that more than one kind of evaluative process may be called for.

Implications for Phase IV Classroom Setting

In setting forth the characteristics listed above, we have been inclined to identify the word "learner" with the student in Phase IV. Likewise we tend to view as "teachers" the experienced people with whom Phase students work; namely, the cooperating teacher in the school; and the coordinator from the University. (However, in a very real sense, everyone involved in this joint undertaking is a learner--and this includes supervisory personnel, as well as pupils within the classroom).

The following comments, are directed at Phase IV students: what may you expect, and what may we expect of you? We are inclined to make one very important assumption about you; namely, that your major goal is to attempt to put into practice the competencies which you have achieved to a greater or lesser degree, up to this point in STEP. Can you assume too that one of "our" major goals is to assist you in these attempts, and to share genuinely in the process of determining how well you have succeeded?

You have a right to expect that we shall visit, and visit with you, frequently. This effort on our part is in harmony with the idea that evaluation should be continuous. It also means that our "sampling" of your performance will have more reliability than it would have if based on a visit or two.

We anticipate that it will be very fruitful if some of these conversations include you, your "team-student" (if you have one) and your cooperating teacher.

You may also expect from us some suggestions as to ways in which you may conduct self-evaluation--and evaluation of your "team-student". As examples, four forms have been devised, and are reproduced in the material which follows. Please give them attention, and follow instructions meticulously. The use of forms A and B is optional. Form C is to be used cooperatively by you and your cooperating teacher. Form D is for the use of your cooperating teacher. As mentioned earlier, the use of Forms C and D is required.

As to our expectations, we anticipate that you will do your best to help pupils set reasonable objectives for themselves; that you will draw upon your competency as a teacher to help them achieve these objectives; and that you will use effective means of evaluating and helping them to evaluate their performance. It is apparent that your role with respect to pupils runs closely parallel to the relationship which we shall attempt to establish with you. And there are some real challenges to all of us.

A final word. We expect feedback from you, with the conviction in our minds that such suggestions will be a very valuable source of improvement of STEP as we modify it continuously.

Instructions for use of rating form A, Phase IV: Interaction Analysis

Introduction:

You will observe the behavior of the "team-student" over 5 minute intervals for a complete period of instruction. Familiarize yourself with the kinds of behavior listed at the top of the form. Be sure you are clear in your mind as to the application of these labels to behaviors. You will observe the teacher, identify each distinctive act that fits one of the 14 categories, and place a tally mark in the correct row and column for every observation of that behavior you make in a particular 5-minute interval.

Use of the form

1. Fill in student rated, class and date blanks.
2. Observe the team-student for 5 minutes, tallying each behavior that you observe the student display in the correct cell.
3. Upon completion of the 5 minute period, write a short (single word if possible) description of the activity of that period of time. Describe any unusual or distinctive event of that time period in the blank at the end of the row.
4. Continue #2, 3 until the period is over.
5. Complete the items at the bottom of the form.
6. Sign your name in the rater blank.

Follow-Up

The results of the observation and the implications of these results should be discussed with the team-student. Goals should include, as needed, increased student participation, better interpersonal communication, better acceptance and reinforcement, questioning that engages the student in more reflective thinking, etc. This is the time when joint interpretations and inferences should be made and discussed, not during the observation period.

FORM A

TEACHER BEHAVIORS

Phase IV Inter-action analysis	Kind of Activity: Discussion, demonstration, lecture, review, etc.	Explains or answers questions	Gives directions	Asks narrow, i.e. low order question	Asks broad i.e. high order question	Accepts student's idea	Accepts a student behavior	Accepts an expression of evident feeling or value	Rejects student's idea	Rejects student's behavior	Rejects expressions of student feeling or value	Praises student performance	Critical of student performance	Solicits questions from students	Supports student to student talk	Anything unusual, distinctive, etc. in either teacher behavior or interaction between
First 5 min.																
Second 5 min.																
Third 5 min.																
Fourth 5 min.																
Fifth 5 min.																
Sixth 5 min.																
Seventh 5 min.																
Eighth 5 min.																
Ninth 5 min.																
Tenth 5 min.																

Were the teacher's objectives clear to you? ☐ Yes ☐ No

If yes, rate the achievement of these objectives by a check in the correct cell:

	High	Medium	Low	Not applicable
Cognitive				
Affective				
Psychomotor				

Student rated _____

rater _____

class _____ date _____

Instructions for Use of--Rating Form B: Phase IV

Note: The use of this form is not required. However, it is strongly urged that the form, or some other analytical device, be used in the evaluation of learning situations from time to time. There are several possibilities for its use: a University supervisor rating a situation where two Phase IV students are team-teaching; One "team student" rating another; a cooperating teacher rating his Phase IV student or students, for example. Another use would involve several observers making simultaneous ratings--and then comparing the ratings. This form is designed to help--not to overwhelm. Thus, when it is used please ignore any parts of it which seem inappropriate.

It is apparent that any observation may require the use of several sheets. These sheets are available in quantity in the STEP office.

Column 1: Time of observation.

In this column the observer records the exact time at which he begins making each observation. As he travels vertically down the colum he thus divides the entire period of his observation into a number of time-segments. As a suggestion, each segment should probably be not longer than 5 or 10 minutes. However, in some circumstances the segments could be longer--there is much flexibility to adjust to variations in the setting..

Column 2: Observed activities of teacher and pupils.

This column can be a terse summary of what is going on, both on the part of teacher and pupils. (Examples: Teacher lecturing--political party system. About 1/3 of pupils appear inattentive. Others taking notes. Pupils working in small groups, teacher circulating, very noisy.)

Nothing in the way of interpretation should be introduced in this space.

Columns 3, 4, and 5: Competencies of teacher

Place H (high), M (medium), or L (low) to indicate your judgment as to the degree of competency shown by the teacher. You may make use of one or more of the columns during each time segment. Brief definitions of the various objectives are as follows:

Cognitive. Knowledge, intellectual abilities and skills.

Performance. Doing something, as contracted with simply knowing. This objective is contingent upon the cognitive objective, but the emphasis is upon observable action: what the teacher does in his attempts to teach. This concept is closely related to the "psychomotor domain", as defined by Armstrong and others. See Teacher's Handbook by Allen and Seifman p. 214.

(Although the focus of this evaluation is on the teacher, the ultimate test does not consist of the impression on people who observe, nor self-evaluation. Instead, it is what pupils learn that really matter: the consequences of your attempts to teach. What evidence is there that learning is occurring? It is acknowledged that an answer to this question may not be immediately apparent, and that further testing and evaluation of pupils will be of great significance.)

Affective and Interpersonal. These objectives have to do with the emotional growth of pupils. Sometimes they can be observed by the extent to which the subject matter deals with emotions, feelings, human relationships, attitudes, etc. Sometimes they are reflected in the emotional tone of the classroom: the warmth, acceptance, or trust which is sensed in the teacher-pupil and pupil-pupil interaction. The major goal is for each pupil to grow in feelings of self-worth. Look for evidence that pupils are respected; regardless of ability, appearance, cultural differences, economic status, or sex; and that the teacher is concerned about pupils' self-concept.

See Krathwohl, et.al., Taxonomy of Educational Objectives, pp. 45 ff.

Column 6: Disruptive or supportive circumstances.

Things can happen, and do happen, during a class period which are disruptive: fire drills, public address announcements, etc. An impending homecoming celebration can affect the feeling tone of a class. These are but a few examples of internal and external influences which may have a substantial bearing on whether an attempted learning activity succeeds or not.

Describe by a word or two in the column. Explain in notes if necessary.

Column 7: Overall effectiveness.

Use H (High), M (Medium), or L (Low), summarizing your judgment of effectiveness of teaching-learning situation in each time segment.

Notes at bottom of sheet.

Use this space to amplify anything which you have entered on the rest of the form, using footnotes to link ideas together. This space may also be used to explain the entire setting more fully, and to bring in ideas which are not covered in the column headings. For example, you might want to refer to some principles of learning which the teacher is using, to suggest different strategies of teaching which he might have used, etc.

It would be easy to extend the notes by adding extra sheets of paper.

Rating Form B, Phase IV of STEP: Observation of a Teaching-Learning Situation

Name of person being rated _____ Name of rater _____ Class _____ Date _____

Please note: before beginning to use this form read the accompanying directions carefully.

Time	Observed Activities	2. Competencies of Teacher					
		3. Cognitive Objectives	4. Performance Objectives	5. Affective Interpersonal Objectives	6. Disruptive or Supportive Circumstances	7. Overall Effectiveness	

Notes:

INSTRUCTIONS FOR USING FORM C

This evaluation instrument is designed to assist each candidate to grow professionally during Phase IV. The instrument is to be used by each candidate twice during the quarter for self-evaluation as well as by others who are working closely with him. This should provide a direction for further effort required to become a better professional teacher.

Each student should evaluate himself, using the form, at approximately the end of the sixth week of the practicum experience. He should examine the form to determine areas of improvement needed and work on these. At the end of the quarter he should evaluate himself again. A comparison of the two completed forms should be made to determine the progress or lack of progress that has been demonstrated.

If other student(s) have been assigned to the team, each one should fill out the form for every other student. These should serve as a basis for an evaluation discussion by the team.

Each student should request the public school cooperating teacher to also fill out the form at approximately the same time as the student does. The student form and the cooperating teacher form should be compared and discussed at the end of the sixth week and again at the end of the quarter. Upon the basis of these two completed forms, at the end of the sixth week and again at the end of the quarter, each student should have some indication of his status and growth.

Use of the Form

1. Fill in the name of the rated student after STUDENT, your name after RATER, the name of the class for which the student's performance is rated and the date.
2. For each item in each category, place a check in the appropriate column. If you wish to, in place of a check, write a short comment in the space to indicate your judgment of the development of the particular competency.

The form completed by the supervising teacher at the end of the quarter also becomes a part of the students credential file and therefore a copy is given to the UMD Center Coordinator at the end of the students term in the school.

SEEDPAC PH III-9
"Instructional Variables to Consider in Planning"

INTRODUCTION

Many variables enter into the instructional process. Some of these are related to the learner, some to the environment, some to the materials to be learned and some to the teacher. Factors, such as prior learnings, learning styles, interests, special aptitudes, intellectual development, personality traits, teaching styles and characteristics of the material being learned are among those affecting progress toward goals. You studied many of these topics in Phase II. In this unit you will review these variables and their effect on learning.

OBJECTIVES

Upon comoletion of this SEEDPAC, you should be able to:

-Distinguish between general factor and multiple factor theories of intelligence
-Distinguish among types of intelligence tests and describe purposes of each
-Describe relationships between IQ and achievement, IQ and creativity, etc.
-Describe arguments for and against acceptance of intelligence testing
-Describe uses and characteristics of standardized tests
-Identify or describe commonly used standard scores used to report test results
-Describe or identify normal curve, measures of central tendency, measures of variability
Describe the role of attitudes and values in learning, both as input variables and outcomes
-Identify the factors and values of each factor in the 3 dimensional Guilford model of the Intellect
-Interpret standardized test results using commonly used standardized test scores

INQUIRIES

1. In what ways is it dangerous to avoid having people face their limitations?
2. How do you help students set realistic aspirations?
3. What cautions should be observed in interpreting standardized test scores?
4. In what ways are values a subject of, a motivation of and a consequence of instruction?
5. What is the difference between intelligence and a measurement of intelligence?
6. Contrast the viewpoints of the following about the nature of intelligence
   - Spearman
   - Guilford
   - Thurstone
7. What are the advantages and disadvantages of (a) individual testing? (b) group testing of intelligence?
8. Compare the testing of creativity and the testing of a general learning ability with respect to:
   a. standardization
   b. length of time in use
   c. longitudinal data available
9. What has come of attempts to develop "culture free" tests of academic ability?

LEARNING ACTIVITIES (*is basic, **is supplementary)

A. Take the PRETEST for this SEEDPAC in the STEP office if you wish.

B. READ
   *1. Biehler, Psychology Applied to Teaching. Chapter 12
   *2. This entire SEEDPAC, including the special methods sheets and the reprint package - "The Intelligent Man's Guide to Intelligence

**3. Allen, etal. The Teacher's Handbook. Section 7.4, 7.5, 7.9, 7.19, 2.4,2.5
**4. Garrison and Magoon, Educational Psychology. Chapters 4, 7 and 15
**5. Ausubel, School Learning. p.201-210; chapters 8, 9, 12 and 15
OR
deCecco, Psychology of Learning and Instruction. Chapters 3, 4, 5 and 15
**6. Glock, Guiding Learning. "Intelligence: 1965 Model," Guilford.
"Motivation Reconsidered, the Concept of Competenc
**7. Charles, Educational Psychology. Chapter 3

C. PARTICIPATE (required)
In the small group activities scheduled for this SEEDPAC, both general and in the special methods area. At least one session will be devoted to the use of standardized tests and the interpretation of various types of test scores. You will also have an opportunity to take "An Intelligence Test for College Sophomores". This will help you to understand how intelligence tests are normed and how individual IQ scores are determined.

D. WRITE (Required)
A short paper in which you consider the Guilford model of the structure of intellect in terms of its relevance for instructional planning. Select two or three cells in the model and describe your conceptualization of them.

E. VIEW
films as scheduled (see the STEP bulletin board) in a small group meeting. "Walk Away in the Rain" will be one such film.

EVALUATION

It's "check-up time again!
A multiple-choice test will be given covering theobjectives of this SEEDPAC
Some of the test questions will be taken from the following:

List the five types of intellectual operations described by J.P.Guilford, and comment on how awareness of these might be of value to a teacher.

Give a one or two sentence summary of the view of J.McV. Hunt and the view of Arthur Jensen regarding the relative influence of heredity and environment of intelligence.

Jerome Bruner has proposed a three-stage describtion of intellectual development. List the three stages in order, and briefly describe the kind of thinking found at each.

General abilities or special aptitudes have been used to group children for instructional purposes for many years. Some criteria used have been IQ, reading level and past achievement. Give the advantages and disadvantages of this practice.

The Stanford-Binet as an age-level scale. When the test is administered, the tester establishes a basal age and a ceiling age. The scores are reported as deviation IQ's. Give the meaning of each of these terms.

Studies have found that IQ is generally a good predictor of academic performance. How would you expect the relationship between IQ and performance to change as one moves to successively higher levels of behavioral outcomes? Why?

Two students, age twelve and fifteen, are found to have the same mental age on an IQ test. In what other ways may the students differ that would have implications for school learning?

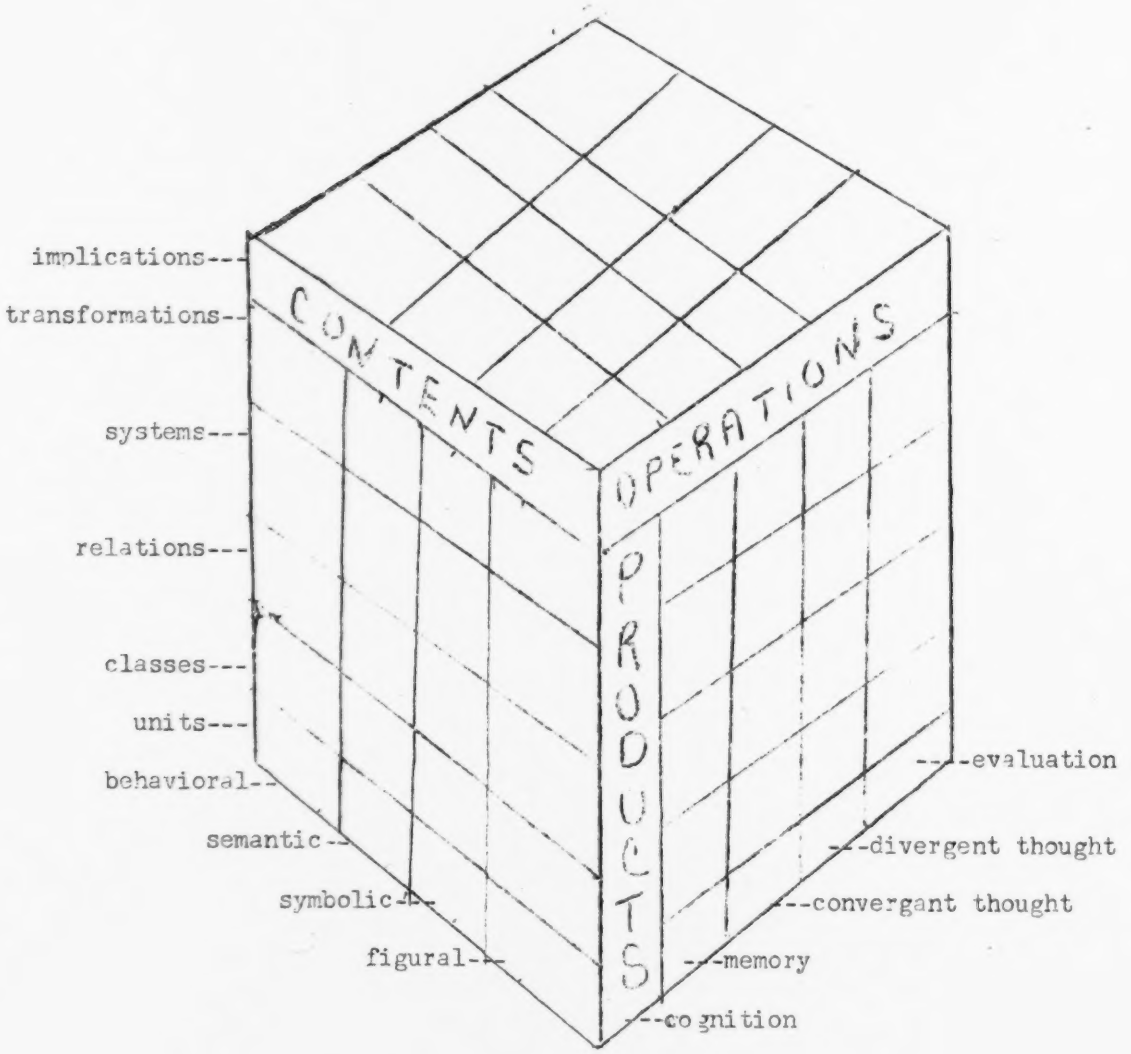
What skills or knowledges acquired by the student outside the school transfer to school learning situations?

Evidence has been presented to the effect that teachers are unable to assess student personality variables, their liking for school, their popularity and social characteristics on the part of the teacher lead to improved student learning?

Have you thought about the INQUIRIES?

GUILFORD MODEL OF THE STRUCTURE OF INTELLECT

The interaction between operations, content and products yields a total of 120 distinct intellectual factors. The categories are hierarchically arranged with the common low at the intersection of the three axises as they are usually oriented in three dimensional representation. Units are the lowest order products, cognition the lowest order operation and figural the lowest order content. Notice the similarity to other classifications developed by Bloom, Bruner, Piaget and others. This model synthesizes all these into an interactive model.



The major concepts are labeled in Fig. 1. We shall begin with the kinds of operations and end with the kinds of products, also defining the parameters themselve

Operations: Major kinds of intellectual activities or processes; things that the organism does with the raw materials of information.

Cognition: Discovery, awareness, rediscovery, or recognition of information in various forms, comprehension of understanding.

Memory: Retention of information in any form.

Divergent production: Generation of information from given information, where the emphasis upon achieving unique or conventionally accepted or best outcome.

Evaluation: Reaching decisions or making judgments concerning the goodness (correctness, suitability, adequacy, desirability) of information in terms of criteria of identity, consistency, and goal satisfactic

Content: General varieties of information

Figural content: Information in concrete form, as perceived or as recalled in the form of images. The term "figural" implies some degree of organization of structuring.

Symbolic content: Information in the form of signs, having no significance in and of themselves, such as letters, numbers, musical notations, etc.

Semantic content: Information in the form of meanings to which words commonly become attached, hence most notable in verbal thinking; involved in doing verbal tests, where the things signified by words must be known.

Behavioral content: Information, essentially non-verbal, involved in human interactions, where awareness of the attitudes, needs, desires, intentions, thoughts, etc. of other persons and of ourselves is important.

Products: Results from the organism's processing of information.

Units: Relatively segregated or circumscribed items of information having "thing" character.

Classes: Aggregates of items of information grouped because of their common properties.

Relations: Recognized connections between units of information based upon variables that apply to them.

Systems: Organized or structured aggregates of items of information, complexes of interacting parts.

Transformations: Changes in existing or known information or in its use, as in Production

Implications: Extrapolitions of information, in the form of expectancies, predictions, antecedants, and consequents.

INTRODUCTION

Bruner is generally considered to be the chief exponent of cognitive-field approaches to describing learning. Others who are essentially non-behaviorist in their interpretations are Hunt, Bigge, Lewin, Suchman, and Carl Rogers. Although some of these people are primarily concerned with personal development rather than learning as such, their views affect how they interpret learning. Many of these psychologists- as well as most of the current critics of education, Neill, Holt, Postman, Frederburg, etc. who are primarily philosophical in their approach- have been influenced by the early work of John Dewey. You might read what he had to say about learning at the turn of the century and compare it with Bruner's writings. Piaget has described what he feels to be essential differences between learning and intellectual development and his ideas have been well interpreted in this country by Hans Furth.

Piaget has also written extensively on special areas of development. His ideas about learning are best set forth in Science of Education and Psychology of the Child.

Probably the most careful theoretical presentation of the cognitive view of learning has been made by David Ausubel. His two books Educational Psychology, A Cognitive View, and School Learning are quite difficult reading, but once mastered they give a systematic, empirically based approach to school learning.

Discovery and inquiry techniques for the classroom are based on cognitive field principles. In this unit, you will have an opportunity to do some initial exploration of these methods.

OBJECTIVES

Upon completion of this SEEDPAC, you should be able to:

__Distinguish statements identified with cognitive-field theory from those representative of the associationist view
__Identify or describe the experimental results that led to a formation of c-f theories
__Describe Bruner's views on the importance of structure in learning a discipline.
__Identify or describe the techniques Bruner and others advocate for encouraging discovery.
__Construct arguments for and against the discovery approach to learning.
__Distinguish between conceptual styles of learners.
__Distinguish proponents of c-f theory from other psychologists.
__Distinguish ideas of reality held by field theorists from others.
__Describe the three key concepts of field theory as proposed by Lewin.
__Describe the role of insight in c-f theory.
__Identify or describe procedures that will result in maximum transfer of learning.

INQUIRIES

1. How does intuitive thinking differ from analytical thinking?
2. What kinds of ideas seem to be most suitable for "learning by discovery?"
3. What are the advantages and disadvantages of well organized expository teaching?
4. How do learner styles affect their responses to different teaching procedures?
5. What is insight?
6. What techniques can be used to enable students to engage in discovery?

7. How can teachers use cognitive dissonance theory to help students arrive at higher level thinking processes?
8. What are the advantages and disadvantages of discovery learning?
9. How does one go about assuring that maximum transfer from school learning to real tasks will take place?

10. What are advance organizers? How do they differ from previews.
11. What is readiness for learning?
12. What different kinds of transfer are there?
13. How does psychological meaningfulness differ from logical meaningfulness?
14. What is meant by "learning how to learn?"
15. How do Bigge's, Bruner's and Wallas' recommendations for discovery teaching differ?

LEARNING ACTIVITIES

A. Take the PRETEST for this SEEDPAC in the STEP Office if you wish. It will help you direct your study.

B. READ

*1. This entire SEEDPAC and Reprint Package PhII-5, available in the STEP Office

*2. Allen, et al., The Teachers Handbook. Sections 3.2, 3.3

*3. Bichler, Psychology Applied to Teaching. p 179-204; p 253-276; Chapter 14.

*4. The two reprints "The Act of Discovery," and "Education as a Social Invention," both by Bruner. These can be found either in the Reserve room or in the STEP Office.

*5. Ausubel, School Learning. p. 136-172; p. 478-544.

*6. Bigge, Learning Theories For Teachers. Chapters 7,8.

**7. Bruner, Process of Education.
(an early appeal for emphasis on problem solving and learning how to learn as major goals of instruction.)

**8. Shulman, Keislar. Learning by Discovery.
(A report of a conference that included Bruner, Cronbach, Davis, Gagné, Glaser, Kagan and others - very objective)

**9. Silberman, The Psychology of Open Teaching and Learning.
(a "handbook" for implementing inquiry and discovery approaches A really long "Seedpac" on this topic!)

**10. Bugelski, The Psychology of Learning Applied to Teaching. p. 211-228.
(a behaviorist view of cognition)

**11. Articles on the use of inquiry or discovery techniques in journals in your major area such as The English Teacher, The Mathematics Teacher, etc.

**12. Selections from the collections of readings you have previously been introduced to by Hyman, Yamamoto, deCecco, Hoover, etc.

**13. deCecco, The Psychology of Learning and Instruction. p. 463-477 (compare with #5 above)

C. PARTICIPATE in the small group seminars related to this topic. Attendance at one of these is required. See the STEP board for the time and place.

D. OBSERVE the teacher in the classroom.
How does he use discovery or inquiry techniques? What opportunity for Problem solving or creative effort is provided?

E. INTERACT with the students you are assigned to. (Required) Try some inquiry things with individuals or small groups. Does "torpedoing" work? Do they enjoy working with "problem" situations? Find a game that has a learning outcome related to their school tasks and try it with a few.

F. ATTEND the larger group session scheduled for this SEEDPAC. See the STEP board.

G. WRITE the following paper. Required
A reaction to your classroom experience in which you describe your impressions of discovery or inquiry learning as you observe it wherever possible.
Incorporate your experience in D and E above. Be sure you include descriptions of (below)

1) on interest arousing strategy employed by the teacher
2) your use of an "inquiry" technique with students you worked with
3) the learning principles used by the teacher in a half hour of instruction with specific descriptions to clarify your judgment
4) at least one instance where you or the observed teacher effectively used discovery or inquiry techniques as described by Bruner, Bigge or some other advocate
5) a specific learning problem observed in a student, how you or the teacher dealt with it and an evaluation of the results
6) how your personal "theory of learning" now stands as a result of your study and experience

H. DO at least one of the following
1. Write an advance organizer for a chapter in one of the textbooks you are using in one of your UMD classes.
2. Read one of the books on the Phase I reading lists and react to it.
3. Get into a conversation with one of the teachers you are acquainted with in the school you work in about the relative merits of discover, or inquiry teaching and "show em, tell em" teaching.

EVALUATION

Have you achieved the OBJECTIVES?
Have you given adequate thought to the INQUIRIES?
If you are ready to take the written test, go to the STEP Office and make arrangements. Be sure you have your written material in hand. The written questions will be taken from those below. Remember that the oral interview will include SEEDPAC 4 and SEEDPAC 5. The emphasis will be on a comparison of the two viewpoints and a pragmatic selection of the best elements of each. You should be able to point out the goals for which different ideas from one or the other seem most applicable. A short book that puts forth a learning description that incorporates some of the best ideas of Piaget, Bruner, Skinner, and others is Learning, An Introduction, by Kathleen O'Connor. If you didn't start it in SEEDPAC 2 as suggested, now would be a good time to read it and put the ideas from SEEDPACS 1,2,4 & 5 together.

1. According to Kagan, learners differ in their conceptual styles. Explain how the opposites below are different. What could a teacher do to help each of the 4 types overcome difficulties he would likely have in learning?
   1. reflective v. impulsive
   2. thematic v. analytic

2. Discovery learning has been variously described by Bigge, Bruner & Wallas. Select one of these and outline the steps in which discovery takes place or the procedures suggested for teachers so students will be more likely to engage in discovery.

3. Bruner has emphasized the importance of transfer of learning in his writing. Describe Bruner's interpretation of transfer and structure of a knowledge system. Why does he think discovery teaching facilitates transfer? How does the teacher you work with encourage transfer of learning?

4. Insight learning is often called the "aha phenomenon". What do you think accounts for the sudden understanding called insight? What is the Gestalt interpretation of insight?

5. React to this statement: "Any subject can be taught effectively in some intellectually honest form to any child at any stage of development." (Bruner

6. What are the basic ideas of Lewin's concept of "life space?" How can understanding of this concept help teachers understand student behavior?

7. Ausubel stresses the importance of distinguishing between the rote-meaningful and the expository-discovery dimensions of learning. Describe this position.

8. Cognitive or field theories of learning have been advanced by Piaget, Lewin, Bruner, Coombs and Snygg, Tolman, Ausubel and others. Select two of these. How are they alike? different? What instructional goals can best be met using the ideas of these people?

9. Elaborate on the concept of "transfer" of learning. What different views exist as to how transfer takes place? What kinds of transfer are there? Of what importance is this to teachers?

10. State at least 4 advantages and disadvantages of discovery techniques.

11. Describe how cognitive psychologists rely on observed behavior for their ideas. Specifically describe one case you became acquainted with in your reading.

SEEDPAC PH I-2
"Why Teach?"

INTRODUCTION:

In this instructional unit, you will engage in activities that will allow you to evaluate your desire to become a teacher and your interest in pursuing a professional training program leading to certification as a teacher. You will spend time in a secondary-school classroom, where you will look for particular occurrences. You will interview various people who are involved in education. You will obtain information about teaching as a profession; what kind of teachers are needed, which content areas have an oversupply, etc.

CONTENT:

1. What teachers do.
2. How teachers are paid.
3. What the job market for teachers looks like.
4. What the job market for teachers is likely to look like when you graduate.
5. What goes on in schools.

INQUIRIES:

1. Teachers in what subject areas will find it easiest to get good jobs next year?
2. Teachers in what subject areas will find it easiest to get good jobs three years from now?
3. Are there any related occupations that training to become a teacher will qualify you for?
4. What are considered to be the advantages and disadvantages of teaching, by
   a) teachers?
   b) parents?
   c) school officials?
   d) businessmen?
5. What do teachers do in school?

OBJECTIVES:

Upon completion of this unit you will be able to:

1. Describe
   a) 2 kinds of student behavior toward teachers and 2 kinds of student behavior toward other students.
   b) 3 kinds of teacher behavior toward students.
   c) 3 management duties of a teacher.
   d) 3 instructional materials used by a teacher.
   e) 3 responsibilities of a school official (administrator or school board member.)

2. Identify
   a) the subject area is which teachers were in greatest supply last year.
   b) the subject area in which teachers were in shortest supply last year.

3. Describe
   a) the trend in the supply of and demand for teachers in your subject area over the last 5 years.
   b) the best estimate of the need for teachers in your subject area 3 years from now.

4. Describe
   a) the advantages and disadvantages of teaching as a career.
   b) the advantages and disadvantages of another career you select as a second or alternate career.

5. Describe
   your reasons for wanting to be a teacher, including the contributions you feel you can make to students, society, and yourself.

LEARNING ACTIVITIES: (* indicates a required activity)

A. READ
   *1. this entire SEEDPAC
   *2. Teaching As A Career, Careers in Education and Teaching Opportunities For You.
   *3. several articles in such sources as Today's Education, American Teacher, Minnesota Teacher, Minnesota Journal of Education, Phi Delta Kappan and similar journals that deal with the roles of a teacher, salaries, working conditions, job opportunities, supply and demand trends, etc. Good recent sources for placement information are the Bureau of Labor publications, USOE publications like Digest of Educational Statistics, Projections of Educational Statistics, etc., the New York Times, Fortune and newsletters of various kinds. See the Education Index and the Readers Guide to Periodical Literature.
   *4. anything on teaching as a career that you can find. Refer to the PhI-1 reading list, the Second Edition Bookstore, etc.

B. DO
   *1. the classroom observation experience of fifteen hours during the time scheduled for you. See the STEP board for your assignment.

Important Suggestions:
   a. Remember that your main objective during this 15 hours of observation is to note teacher-pupil and pupil-pupil interaction.
   b. Be at the school on time and within the designated period of time. See the STEP Phase I bulletin board for your school assignment. If you encounter any problems, get in touch with the coordinator for that school listed on the assignment sheet.
   c. Report to the person in the school who is listed on the assignment sheet before going to any department or teacher.
   d. Conduct yourself in dress and manner becoming a guest and potential teacher. Schools may refuse to admit you if you are not neat and well groomed.
   e. Wear the name tag furnished by the STEP Office at all times in the school.
   f. Do not write as you observe. Commit your observations to memory and write your report later.

   2. either of the following:
   a. Interview a teacher, a school official, and janitor or parent of a teenager in school. Some questions you might ask are:

Do most teachers earn their pay? Why or why not?
Who should choose the topics for discussion in a teachers classroom?
Should teachers tell kids about sex? Why or why not?
What are good reasons for dismissing a teacher?
What is the best thing about a teaching career? the worst?
Is more or less discipline needed in junior and senior high school? Why or why not?

Choose a few questions from the above list. Don't ask one person all of them. It might be a good idea to pick two questions and ask three different kinds of people these two.

or

b. Pretend you are not going to be a teacher. Choose another profession and try to convince yourself that you should enter this other profession.

C. RITE

1. a written report of your observation. Follow the schedule and answer some of the questions on it.
2. A paper entitled 'Why I think I will be a good teacher.' Include attributes of your personality, your beliefs, your values, your emotional makeup or any other factors you think will make a difference. Include those things about yourself that will make teaching difficult for you.
3. A short paper based on B. 2. a or B. 2. b.

If you DO NOT plan to continue in teacher education, go to the STEP office and be assigned a faculty interviewer. Turn in all written work at this time. Make an appointment with your interviewer. Appear on time for the interview.

If you DO plan to continue in teacher education, go to the TEP Office

1. Go to the STEP office and turn in your written work. You will be assigned an interviewer. Make an appointment with the interviewer. Keep the appointment.
2. Obtain forms for admission to STEP from the STEP office. Complete these and hand them in immediately.
3. If you still have not passed the speech and Mantoux or X-Ray requirements, do so NO . All admission requirements must be met before you can be enrolled in Phase II.

CLASSROOM OBSERVATION FORM

Name_____ Date_____

School in which you observed_____

Write as concise a statement as possible to answer some of the following questions. For each day or block of time indicate the classes observed,

Suggestion: Do NOT take notes while observing. Observe carefully. Write each day's report at the end of day. Trust your memory.

A. First Day or First Five-Hour Block of Time

1. Describe the manner in which the students entered the classroom and took their seats.
2. Describe any specific kinds of student behavior that are displayed in an attempt to gain peer attention or teacher approval.
3. What percentage of the students participated in any class discussion?
4. How does the teacher show enthusiasm for on-going activities?
5. Describe the work or study habits displayed by individual students.
6. How did the teacher begin the lesson?
7. Describe behavior of students when they were permitted to begin their specific projects.
8. Describe the variety of activities that took place during the class period.
9. List all of the clerical tasks you observe the teacher(s) performing.

B. Second Day or Second Five-Hour Block of Time

1. Describe the types of student responses to teacher questions and statements.
2. Describe any tendency on the part of some students to dominate the discussion
3. Describe any irrelevant activities engaged in by the students--e.g., teasing.
4. Describe the nature and extent of the interest displayed by the students in the subject.
5. Describe any special co-operative or non-co-operative acts on the part of the students.
6. Note the behavior of students when the teacher is demonstrating a skill. How did such behavior affect their questions later in the period?
7. Note any intrinsic and extrinsic rewards utilized by the teacher to motivate the students to learn the subject.
8. Note and describe the techniques used by the teacher to draw students into the class discussion.
9. Describe ways in which the teacher's attitude and behavior had a positive influence on the students.
10. Describe the ways in which the teacher encouraged students to stay on schedule in order to finish on time.
11. Were the majority of the students able to complete the day's work and do so within the allotted time?

C. Third Day or Third Five-Hour Block of Time

1. What types of questions, if any, did the students ask?
2. Did you note any students with physical handicaps? How did the teacher help students compensate for their handicaps?
3. Describe the ways in which the teacher maintains harmonious and constructive work in several small groups at the same time.
4. Describe the ways the teacher worked with individual students.
5. Describe the general grooming of the students.
6. Describe the attitudes displayed by the students.
7. What use did the teacher make of visual aids; chalkboards, charts, slides, filmstrips, motion pictures, programmed learning, and the like?
8. Note the ways the teacher encourages the students to develop good habits of work.

9. How did the teacher review previous project work for transfer to this day's activity?

10. Were students with special abilities in the subject used to advantage to help teach other students?

APPENDIX A

Materials pertaining to STEP

- - - A "systems" presentation of the program

- - - Phase I, a sample SEEDPAC
(SEEDPAC = SEcondary EDucation PACket)

- - - Phase II, "Handbook for Students", and

- - - A sample SEEDPAC

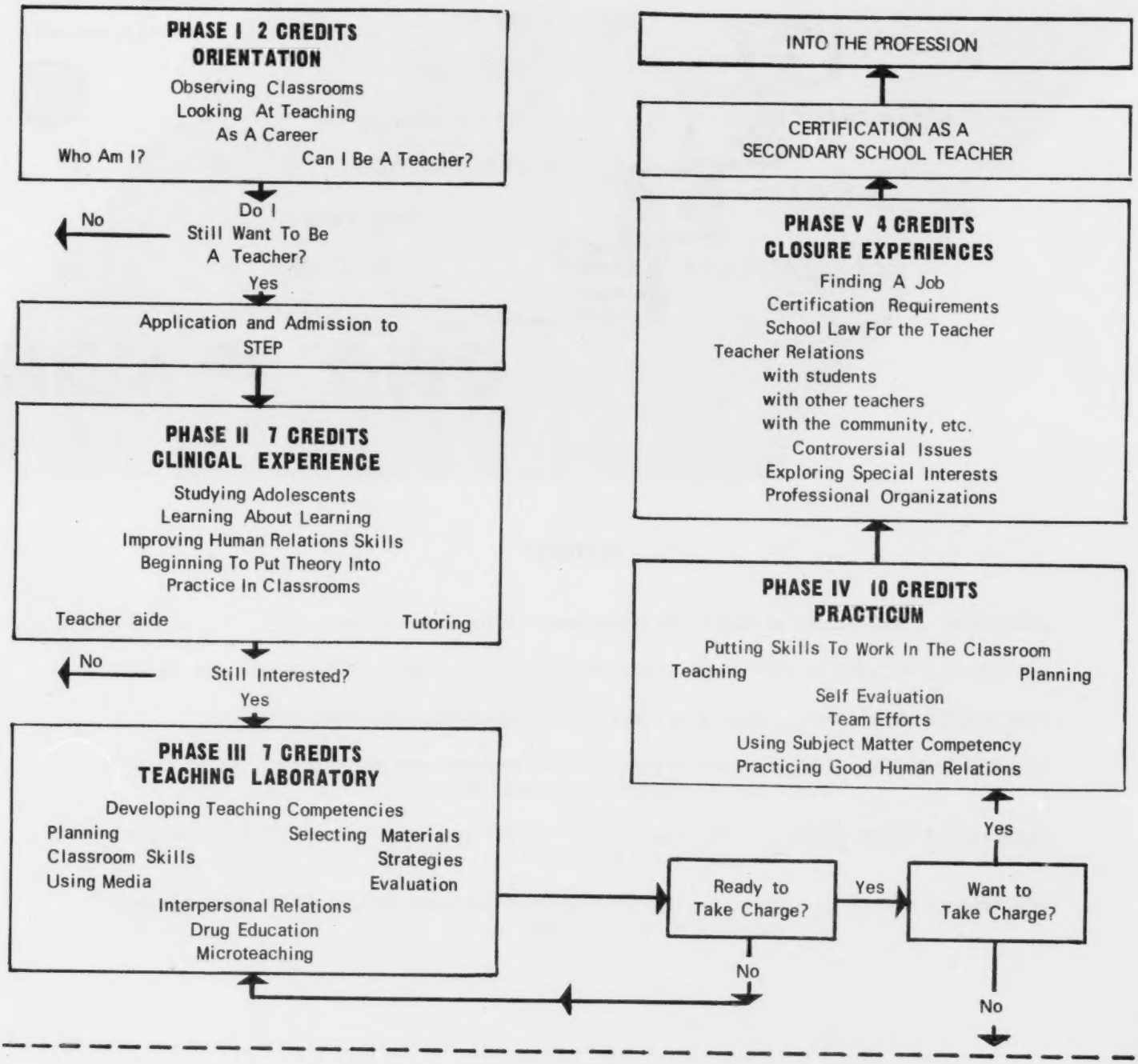
- - - Phase III, a sample SEEDPAC

- - - Phase IV, an "evaluation package"
used cooperatively by students,
cooperating teachers, and
university coordinators

- - - Phase V, a sample SEEDPAC

- - - Human relations components, a sample SEEDPAC

- - - Drug education, a sample SEEDPAC



REQUEST FOR INFORMATION

Please send more information about STEP to:

NAME _____
(Please Print or Type)

ADDRESS _____

CITY _____ STATE _____ ZIP _____

I am: A school administrator ☐ A secondary teacher ☐ A student ☐

FEATURES

EARLY ENTRY.....Begin Phase I as early as the second quarter of the Sophomore year.

INDIVIDUALLY DESIGNED.....The student's program will be designed to meet his personal needs and goals.

PERSONALIZED INSTRUCTION.....Small group instruction and independent study will be emphasized.

COMPETENCY BASED.....Progress through the program will be dependent upon acquiring the needed competencies and not upon the accumulation of credit hours.

HUMAN RELATIONS COMPONENT.....The human relations component is designed to meet the new Minnesota certification requirements.

PERFORMANCE MONITORED ....The student's performance will be continually monitored by the student himself and by his advisory committee.

Place Stamp Here

STEP Director
Department of Secondary Education
University of Minnesota, Duluth
Duluth, Minnesota 55812

EVALUATION FORM C: Phase IV Practicum

Name of Student being Rated _____

Name of Rater _____

School _____ Class _____ Date _____

L - Below desired standards
M - Satisfactory
H - Outstanding
NA - Not apply at this time

INTERPERSONAL	L	M	H	N/A	Comments
1. Works effectively as part of an educational team.					
2. Established a state of rapport with pupils.					
3. Understands the contributions and life-styles of the various social, cultural, and economic groups in our society.					
4. Recognizes and deals with dehumanizing biases, discrimination, and prejudices.					
5. Creates learning environments which contribute to the self-esteem of all persons and to positive inter-personal relations.					
6. Respects human diversity and personal rights.					
INSTRUCTION					
1. Demonstrates mastery of the knowledge and skills in his field.					
2. Employs a variety of instructional strategies.					
3. Individualizes					

part of an educational team.						
2. Established a state of rapport with pupils.						
3. Understands the contributions and life-styles of the various social, cultural, and economic groups in our society.						
4. Recognizes and deals with dehumanizing biases, discrimination, and prejudices.						
5. Creates learning environments which contribute to the self-esteem of all persons and to positive inter-personal relations.						
6. Respects human diversity and personal rights.						
INSTRUCTION						
1. Demonstrates mastery of the knowledge and skills in his field.						
2. Employs a variety of instructional strategies.						
3. Individualizes instruction.						
4. Utilizes instructional materials and resources						
5. Organizes instruction around goals and objectives.						
EVALUATION						
1. Maintains classroom interaction and modifies plans on basis of feedback.						
2. Uses a variety of evaluative means including non-paper-and-pencil testing means.						
3. Bases instructional plans on a diagnosis of pupil needs.						

COMMUNICATION	L	M	H	N/A	Comments
1. Communicates well orally.					
2. Communicates well in writing.					
3. Gives clear, explicit, timely directions to pupils.					
4. Uses good questioning techniques including higher-order questions					
5. Gives an understanding response to various patterns of pupil behavior.					
6. Counsels pupils with their personal and learning problems.					
7. Identifies clues to pupils' misconception or confusion.					
PLANNING					
1. Associates daily planning with long-range goals.					
2. Informs pupils of expected behavioral objectives as related to goals.					
3. Provides proper order and range of materials for time interval available.					
4. Plans for the variety of needs of various pupils.					
5. Plans for the routine tasks.					
MANAGEMENT					
1. Manages deviant behavior.					

4. Uses good questioning techniques including higher-order questions						
5. Gives an understanding response to various patterns of pupil behavior.						
6. Counsels pupils with their personal and learning problems.						
7. Identifies clues to pupils' misconception or confusion.						
PLANNING						
1. Associates daily planning with long-range goals.						
2. Informs pupils of expected behavioral objectives as related to goals.						
3. Provides proper order and range of materials for time interval available.						
4. Plans for the variety of needs of various pupils.						
5. Plans for the routine tasks.						
MANAGEMENT						
1. Manages deviant behavior.						
2. Uses a variety of positive reinforcement patterns with students.						
3. Establishes a classroom atmosphere conducive to learning.						
4. Groups pupils appropriately to facilitate specific learning expectations.						
5. Makes resources and materials readily accessible.						

SEEDPAC Ph II-DE-1
"Information About Drugs"
Revised 9/73

Materials:

Text: Drug Abuse Information: (available UMD Center For Drug Education & Information: Hr. 1:30 - 5:00 M-F) cost $2.50

A.V. Series: Optional for your viewing LRC Ed 120

Filmstrip - Part I, Effective Teacher - GA
Filmstrip - Stimulants - GA
Filmstrip - Narcotics - GA
Filmstrip - Sedatives - GA
Filmstrip - Hallucinogens - GA
Film - L.S.D. - 25 - Professional Arts
Film - Speedscene - BFA

I. INTRODUCTION

This learning activity is designed to provide you with a "survival kit" of information related to effects of various drugs in the human system, patterns of use and abuse and techniques to deal with individuals in trouble due to drug overdose. You will not be an expert but you should have sufficient information to deal intelligently with questions and problems related to use of drugs as they arise in your contacts with adolescents and peers. The information should provide you a base for further study into the field as your career may dictate.

Information about curricular trends in drug education, sample programs and an opportunity to hear from some of the local resource experts in the area of drug abuse prevention will be afforded you in Phase III in a SEEDPAC labeled "Drug Education Information."

You are urged to continue to up-date your information since patterns of drug use and abuse in our society change very rapidly. Listening to tales of your students and reading reports in the common mass-media publications will go far in keeping you abreast of the current situation.

II. CONCEPTS AND MAJOR AREAS

A. A historical overview
B. What is a drug
C. Common drug categories and effects
    1. Stimulants
    2. Depressants
    3. Narcotics
    4. Hallucinogens
    5. Marijuana
    6. Volatile Anesthetic Substances
D. Drug Laws
E. Drug First Aid
F. Area Resources

III. INQUIRIES

1. What are the commonly abused drugs?
2. Who misuses a drug and for what reasons?
3. What are the effects of short-term and long-term use of drugs to the physiological system, to the psychological functioning of the individual?

4. What are appropriate courses of action to take when confronted with a drug related crisis?

5. What should be your position relative to the use of each of the commonly misused chemicals on the market?

IV. OBJECTIVES

Upon completion of this SEEDPAC you should be able to:

- List the commonly abused drugs
- List the physiological and psychological effects of each drug class on the human system
- Describe several reasons why each major drug class may be abused
- Recall the general trends of drug use by drug class and locality
- Demonstrate the appropriate techniques for dealing with an individual under various degrees of influence of each drug class
- State local sources of assistance in dealing with drug problems and issues

V. LEARNING ACTIVITIES

A. Attend Phase II scheduled sessions
B. Read material in Drug Abuse Information
C. Interview two or more high school youngster's concerning their perception of the use of drugs at the school you are assigned. Likewise, interview one or two teachers on the same topic and compare their perceptions. Write up a brief two page report of your results and your own conclusions.
D. Participate in a Drug First Aid Seminar sponsored by the UMD, C D E & I. Sign up for seminar on the STEP II notice board. (2nd floor Ed Bldg.) Times and places will be posted there.
E. Take the Drug Information Mastery Test. This test is given at the Drug Center and can be taken anytime following activities A-D by contacting the secretary at the Drug Center. No advance sign up is necessary, just drop in and ask to take the test. A score of 80% is considered passing. Hours of center are 1:30 - 5:30 M-F.

UMD STEP PROGRAM
PHASE IV EVALUATION

FORM D

STUDENT _____

SUPERVISING TEACHER _____

SCHOOL _____ SUBJECT _____

(Check one) Pass ☐ No Credit ☐

(It is requested that this evaluation (Pass or No credit) be considered as confidential until it has been officially released by the University. Please place your joint recommendation as to Pass or No Credit on this sheet only.)

_____
Supervising Teacher's Signatures

Date _____

_____
UMD Supervisor's Signature

INTRODUCTION

In this SEEDPAC you will examine such issues as certification procedures; obtaining and losing a teaching position; contractual, financial and other conditio for teaching. You will learn to write letters of inquiry and application, define procedures for being placed in a position and engage in other activities that will make you an aware and informed professional

OBJECTIVES

Upon completion of this SEEDPAC you should be able to:

1. Describe the three major requirements for certification in the State of Minnesota (or another state you might choose)
2. List the procedures for renewal of a certificate in Minnesota
3. Describe three reasons for revocation of a teaching certificate in Minnesot
4. Write a letter of inquiry about a teaching position incorporating four of the suggested criteria
5. Write a letter of application for a teaching position that includes four suggested features
6. Describe at least 3 arguments for and three arguments against permanent tenure for teachers
7. State the major features of the Minnesota Continuing Contract Law
8. Contrast the tenure regulations of the first class cities in Minnesota with the security provision of the continuing contract law.
9. Describe the steps a teacher can take when he is threatened with loss of a position or non-renewal of contract.
10. Outline a sequence of steps to take to obtain a teaching position.
    a) using the UMD Placement Office
    b) using a private or state placement office
    c) through your own initiative
11. State three projections of the number of teacher candidates who will compete for existing positions
    a) the year you graduate
    b) 5 years after you graduate
    c) 15 years from now

    naming the source of the projection
12. State a projection of the likelihood of your finding a position in the area of your certification in the year you graduate.
13. Describe three features of a salary schedule to be studied when analyzing a schedule.
14. List five essential pieces of information that should be included in a working contract.
15. List at least ten policies affecting conditions of teaching employment that are not found in the usual contract that you should investigate.

INQUIRIES

1. What are the steps that lead to initial certification?
2. What must you do to keep your certificate valid? How can it be revoked?
3. What do the following mean:
   a. tenure b. certificate reciprocity
4. What constitutes a good letter of inquiry?
5. What steps should be taken to find a teaching position?
6. What does the short range and long range job market for teachers appear to be?
7. What are the important things to look for in a salary schedule?
8. How do the terms of a contract affect the rights and responsibilities of a teacher?'
9. What other "policies" not included in a contract, are there that might affect a teacher?
10. What is tenure? How is it acquired?

LEARNING ACTIVITIES

A. READ (* are basic and required. ** are supplementary or enrichment)
   *1. Reprint Package Ph V-1, available in the STEP office and the Reserve Room.
   *2. Allen, etal. The Teachers Handbook Sections 7.11, 5.5. Appendices D, F &
   *3. Certification Handbook of Minnesota, 1972 (Can be checked out in the STEP office on reserve)
   *4. Education Statues No. 540 - 546 (STEP office)
   How often must you renew your certificate: What are renewal units? How are they earned?
   **5. Teacher Supply and Demand in Public Schools, 1971 Research Division, NEA.
   **6. Issuance and Renewal of Continuing Certificates.
   **7. Legal Cories Bulletin
   **8. Professional journals such as: Minnesota Teacher, Minnesota Education Journal, Today's Education, American Teacher, etc. (See Journal material in Reprint Package Ph II-1) to find recent information on these issues.

B. ATTEND
   1. any special activities scheduled for this SEEDPAC. See the STEP bulletin boards.
   2. Board of Education meetings or teachers meetings where these issues are discussed.

C. PARTICIPATE (* Required)
   *1. in any small group seminars scheduled for this SEEDPAC.

D. DO
   1. If you are interested in teaching in some state(s) other than Minnesota, request information on certification from the state Department of Education of that state. It usually has offices in the State Capitol.
   2. Go to the UMD Placement office and make sure you are properly availing yourself of its services.
   3. Interview a teacher to get his-her opinions on 1) salaries 2) tenure 3) certification 4) continuing certification
   4. Find copies of the salary schedules recommended by the state and national teachers organizations. How well are these reflected in existing salary schedules?
   5. Find names of at least three commercial teacher placement agencies that operate in Minnesota? in the state you expec to move to.

E. WRITE (* is required)

*1. A letter to a Superintendent inquiring about a vacancy in a school you are interested in teaching in. Have it checked by a STEP faculty member before mailing.

*2. A letter of application for a position you know is open. Have it checked by a STEP faculty member before mailing.

*3. A paper in which you describe the steps or procedures you would use to obtain a teaching position using

*a) UMD Placement office
and one of these:

b) A commercial placement agency.

c) A State Department placement office

d) A teacher organization placement service

e) Your own initiative.

EVALUATION

Have you answered the INQUIRIES to your satisfaction?
Can you perform, either orally or in writing, as specified in the OBJECTIVES?
Can you discuss, either orally or in writing, the following concepts?

1. Initial certification requirements
2. Continuing Education requirements
3. Certificate renewal
4. Certificate revocation
5. Letter of inquiry
6. Letter of application
7. A tenure
8. Continuing Contract Law
9. Steps in seeking employment
10. Employment projections
11. Salary schedules
12. Contracts
13. School Board - teacher organization agreements

If so, go to the STEP office to take the written test in this SEEDPAC. This will be followed by a check-up with a STEP faculty member to determine whether you are through with the work of this SEEDPAC.

SEEDPAC Ph II - HR 1
"Understanding the Contributions and Life Styles of Various Racial, Cultural, and Economic Groups in Our Society"
DAC 9/73

INTRODUCTION

This is the first in a series of SEEDPACS on human relations (HR) which are distributed throughout the STEP program. It serves as a foundation for the others in the series and will probably be more time-consuming than most other SEEDPACS on which you will work.

In this SEEDPAC you study information about people of the United States who identify themselves as members of groups which have cultures, life-styles or values which differ substantially from the majority or who feel discriminated against by the dominant forces in our society.

You will be asked to become familiar with three such groups. Your first choice should be studied in depth and probably should be either the American Blacks or American Indians (because of the comparatively larger number of those people in Minnesota and the greater local availability of resources) but you may make another selection if you have a compelling reason for doing so. Your second and third choices may be drawn from groups such as: Jews, Catholics, Mexican-Americans, women, Asian-Americans, Puerto Ricans, youth, rural low-income, counter-culture, homosexuals ("gay lib"), Appalachian poverty, etc. Study materials are easier to find on some groups than others but your second and third choice groups do not need to be studied with the same intensity and depth as the first.

It may be that your previous experiences and/or study will serve you well in this SEEDPAC. If you feel that your particular circumstances make some of the required activities unnecessary, you may decide to skip them. For example, if you've previously been active in an organization with minority people it would be repetitious to do the same thing again but you might be able to come up with something involving new experiences. Feel free to consult with Mr. Crawford (Ed 203)or Mr. Guldbrandsen (Ed 232) if you have questions about this or other matters in this SEEDPAC.

OBJECTIVES

Upon completion of this SEEDPAC, you will be expected to be able to

1. demonstrate <u>detailed</u> knowledge of characteristics and life-styles of at least one American cultural group which differs substantially from the majority and whose heritage has been degraded by the dominant segment of society. (The preferred choices here are: American Black; American Indian.)

2. demonstrate knowledge of differing life styles <u>within</u> the cultural group selected for study in no. 1 above.

3. demonstrate general, though not detailed, knowledge of characteristics and life-styles of at least two additional cultural groups which feel that they are discriminated against by the dominant segment of society.

4. verbally describe at least three behavioral characteristics, associated with one or more of the groups studied, which serve a useful purpose for that group even though the behavior differs from that of the dominant segment of society. (E.g.: black affinity for "soul" music.)

5. verbally describe the activities and contributions of at least five notable American leaders who are recognized as having advanced the cause of minority groups of which they are members.

INQUIRIES

1. What is the extent of my own information about culturally different people? In what respects is that information and experience inadequate for me to serve as a teacher?

2. What major contributions have members of minority groups made to our total society?

3. How do minority group persons differ from the majority? What does it feel like and seem like to be discriminated against?

4. Is there really such a thing as a majority culture in America? Or a dominant culture?

5. How do culturally different behaviors serve the participants? (e.g.: differing patterns of speech.)

6. Who are some prominent minority group persons? What have been their activities and contributions? Are they controversial and, if so, why?

LEARNING ACTIVITIES (Examples; search out others for yourself)

A. READ (* are basic or required if you have picked this group; **are supplementary or give an in-depth treatment of an issue)

On Black Americans:

**1. Daughman, Black Americans, 1971.
**2. Clark, Dark Ghetto, 1965.
**3. Cleaver, Soul on Ice.
**4. Decker, An Empty Spoon, 1969.
**5. Fairbairn, Five Smooth Stones.
**6. Ginzberg, The Middle Class Negro in the White Man's World, 1967.
**7. Grier & Cobbs, Black Rage.
**8. Henderson, America's Other Children, 1971.
**9. Herndon, The Way it Spozed to Be, 1968.
**10. Kozol, Death at an Early Age, 1967.
**11. Lincoln, The Negro Pilgrimage in America, 1966.
**12. Malcolm X, The Autobiography of Malcolm X.
**13. Marine, The Black Panthers, 1969.
*14. Pinkney, Black Americans, 1969.
*15. Stone & DeNevi, Teaching Multi-Cultural Populations, Part I, 1971.
*16. Webster, Ethnic Minority Groups, Part I, 1972.

On Indian Americans:

**1. Dahr, Chadwick & Day, Native Americans Today, 1972.
**2. Brown, Bury My Heart at Wounded Knee, 1970.
**3. Cahn, Our Brother's Keeper: The Indian in White America, 1969.
**4. Crawford, Peterson & Wurr, Minnesota Chippewa Indians: A Handbook for Teachers, 1967.
*5. Delcria, Custer Died for Your Sins, 1970
Or6. Deloria, We Talk, You Listen, 1970.
*7. Ducheneaux, "The American Indian; Beyond the Stereotypes," Today's Education, May 1973 issue.
**8. Indian Historian, Textbooks and the American Indian, 1970.
**9. League of Women Voters, Indians in Minnesota, 1971.
**10. Momaday, House Made of Dawn.

**11. Momaday, The Way to Rainy Mountain.
**12. Steiner, The New Indians, 1968.
*13. Stone & DeNevi, Teaching Multi-Cultural Populations, Part 4, 1971.
*14. Webster, Ethnic Minority Groups, Part 4, 1972.

On Jews:

**1. Hertzberg, Judaism, 1961.
**2. Parker, Antisemitism, 1963.
**3. Bezalel, The Jew Within American Society, 1965.
**4. Sklare, The Sociology of the American Jew, Vol. 1, 1972.
**5. Suhl, An Album of Jews in America.

On Mexican-Americans:

**1. Arciniega, Public Education's Response to the Mexican-American Student, 1971.
**2. Cabrera, Emerging Faces, 1971.
**3. Hernandez, A Forgotton American, 1969.
**4. Ludwig & Santibanez, The Chicanos, 1971.
**5. Simmen, Pain and Promise: The Chicano Today, 1972.
*6. Stone & DeNevi, Teaching Multi-Cultural Populations, Part 3, 1971.
*7. Webster, Ethnic Minority Groups, Part 2, 1972.

On Women:

*1. Frazier & Sadker, Sexism in School and Society, 1973.
*2. Howe, "Sexism, Racism, and the Education of Women," Today's Education, May, 1973.
**3. McCuen & Bender, The Sexual Revolution, Chapter 2, 1972.
**4. Millett, Sexual Politics.
**5. Morgan, Sisterhood is Powerful, 1970.
**6. Ms, any issue (a magazine about and for liberated women.)
**7. Roszak & Roszak, Masculine-Feminine
**8. Women's Consciousness Group (materials available in Kirby 101.)

On Other Groups and General Information:

*1. Allen, The Teacher's Handbook, Sections 7.7, 7.8, and 7.17, 1971.
**2. Charnofsky, Education the Powerless, 1971.
**3. Clark, Goldsmith & Pugh, Those Children, 1970.
**4. Cuban, Youth as a Minority, 1972.
**5. Handlin, Out of Many, 1964.
**6. Kane, Minorities in Textbooks, 1970.
**7. Marcus, The Treatment of Minorities in Secondary School Textbooks, 1961
*8. McCuen & Bender, The Sexual Revolution, Chapter 4, "Homosexuals, Deviates or Just Different?" 1972.
**9. Miel, The Shortchanged Children of Suburbia, 1967.
*10. Stone & DeNevi, Teaching Multi-cultural Populations, Part 2 (Puerto-Ricans), Part 5 (Asian-Americans), 1971.
*11. Webster, Ethnic Minority Groups, Part 3 (Puerto-Ricans), Part 5 (Asian-Americans), 1972.

B. VIEW AND HEAR (* is basic and elementary)

**1. Current television programs and movies about the groups you are studying.
**2. Local convocation and lecture programs; special Phase II presentations for HR 1 (watch-Phase II bulletin board for announcements).

*3. Learning Resource Center materials (select those relating to the groups you have chosen for study)
   a. "American Indian Myths" (filmstrips & cassettes- SPS 260-263)
   b. Audio-Visual Based Indian Resource Units (AVBIRU), Units 2-9.
   c. "The American Indian" (filmstrip series - SFS 264-269)
   d. "Chicano" (16mm film on Mexican-Americans)
   e. "Children Without" (16mm film on inner-city school)
   f. "Jimmy" (16mm film on black high school boy)
   g. "Minorities Have Made American Great" (filmstrip & cassette series: Mexican-American, Asian-Americans, Puerto-Ricans, Indian-Americans; SFS 270275)
   h. "Out of the Mainstream" series of filmstrips & cassettes:
      SFS 193- "Mostly Poor" (Appalacian Poverty)
      SFS 194- "Tasta" (Mexican-Americans)
      SFS 195- "A Good Citizen" (Puerto-Ricans)
      SFS 196- "You All Got to Live" (Blacks)

**4. Phonotape Collection items from the main library:
   PC 19- "The Black Experience"
   PC 33- "The American Indian in Fact and Symbol"

C. ATTEND (* is required)

*Meetings or activities of groups concerned with problems faced by culturally different people. It is best if you have the experience of seeking out such groups for yourself, asking if you would be welcome and making your own arrangements. Your total involvement should be at least four hours. Examples of such groups are:

Organized minority groups such as the National Association for the Advancement of Colored People; Duluth Indian Action Council; American Indian Fellowship Association or American Indian Movement, CEASE, etc.

Programs or projects with minority participants such as Community Action Program Board; Model City Panels, etc.

Activities of people who feel partly outside the "mainstream" of society such as the Free Clinic, drop-in centers, neighborhood community centers, individual families, a communal living group, "gay-lib" meetings, AFDC mothers, group homes for adolescents, etc.

Campus or high school groups such as Afro-American Student Movement, Asishinabe, Women's Consciousness Group, etc.

Informal gatherings such as laundermats patronized by low-income people, hang-outs of "counter-culture" people, Central Neighborhood Community Center recreation rooms, etc.

D. PARTICIPATE (* is required); (** is supplemental)

*1. The DGE (Developmental Guidance Experience) designated for this SEEDPAC. Watch the Phase II bulletin board for schedule.
*2. Any other meetings which may be scheduled; check bulletin board.
**3. Rap sessions and observations at your Phase II school with minority or alienated students. How are they treated differently; do they differ in their responses to other students and teachers; are there indications of group pride; how do they perceive themselves?
**4. Game called "Blacks and Whites", available in STEP Office - 3-9 players. Recruit your own group to play for at least 1 hour.

E. ENROLL

**Courses dealing with minority cultures and heritage such as certain ones offered in Humanities, History, Indian Studies.

F. WRITE (* is required; ** is supplemental)

*1. A detailed paper demonstrating competencies 1, 2, and 3 listed above under OBJECTIVES. The paper should clearly list the learning activities upon which it is based.

*2. A brief paper describing your experience with item C above. What was the meeting like, what were your feelings while there, how welcome were you, what was your reaction to views expressed, etc.

**3. A brief paper reacting to your experience with item D3 above.

EVALUATION

Can you answer the questions under INQUIRIES to your own satisfaction? Can you demonstrate attainment of the OBJECTIVES? If you can, then:

1. Turn in your papers (Item F above) to the STEP office and make an appointment for an interview. (Allow at least 2 days for your papers to be read before the interview.)

2. Come to the appointment ready to respond to questions like those listed under INQUIRIES.

Distinguished Achievement Awards Entry

University of Minnesota, Duluth

Supplementary Materials

- - - Appendix B, Materials Pertaining to
Master of Education Degree

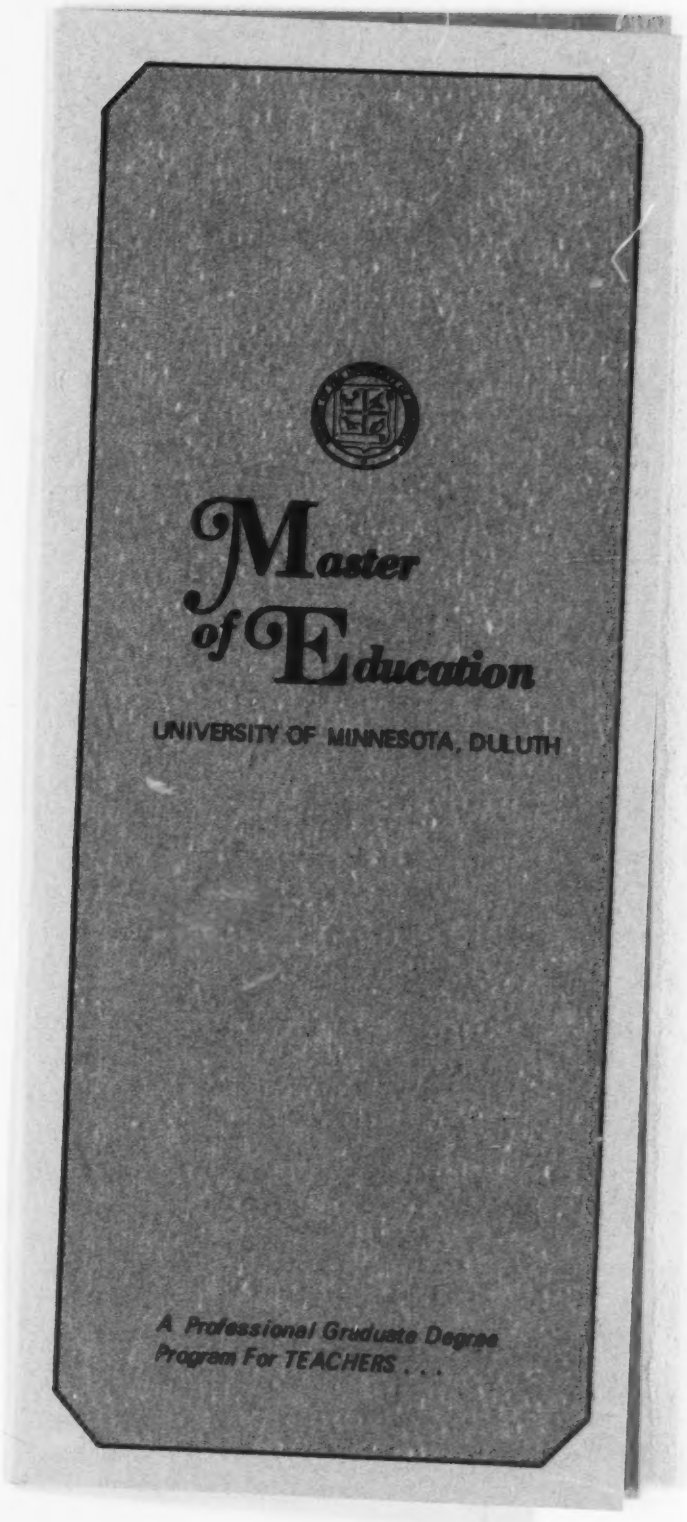
- - - Appendix C, Materials Related to
Summer Session 1973

November, 1973

APPENDIX B

Materials pertaining to Master of Education Degree

- - - A Brochure used for recruitment purposes


Master of Education
UNIVERSITY OF MINNESOTA, DULUTH
A Professional Graduate Degree Program For TEACHERS . . .

Each student's program is individually tailored to his professional goals and professional improvement needs

- Performance based
- Competency concerned
- Individualized
- Personalized
- Designed to tie in with in-service needs of schools
- Designed to meet continuing education needs of teachers

Featuring

1. Credit is earned by performance, not time served.
2. No "core" of courses is required of all students.
3. Your program can include courses —in subject matter, methods, curriculum learning, educational technology, etc. — workshops, short courses, directed study, credit packages—for classroom experimentation, curriculum development, production of instructional materials, in-service work with colleagues, etc.
4. Admission standards take into consideration:
   your past scholastic achievement
   your ability to profit from graduate study as measured by an aptitude test
   your professional competency and potential for professional growth as seen by your colleagues, supervisors and students.
5. Advisement and evaluation are continuous, not traumatic, crucial, one-shot affairs.
6. Reports on classroom research and development instead of a thesis.

Professional Teachers

WHAT IS YOUR NEED?

Increased subject matter competency?
Knowledge of new curriculum developments?
Knowledge of alternatives to existing practices?
Learning how to motivate uninvolved learners?
Better familiarity with new materials of instruction?
Learning to individualize, humanize and personalize teaching?

WHAT IS YOUR LEARNING STYLE?

Formal classrooms? Guided Research?
Workshops? Seminars with peers?
Independent study?
Task Group Participation?

WHAT IS YOUR TEACHING AREA?

Art? Music? Mathematics? English? Science? Home Economics? Languages? Special Education? Social Sciences? Industrial Education?

WHAT IS YOUR LEVEL?

Preschool? Primary? Intermediate? Middle School? Junior High School? High School? Junior College? Vocational School?

WHAT IS YOUR ROLE?

Teacher? Supervisor? Administrator? Coordinator? Department Head? Helping Teachers?

Whatever your responses,
The Master of Education Degree at UMD is for YOU.

APPENDIX C

Materials related to Summer Session 1973

- - - A mailer used to publicize the program

A program satisfaction questionnaire

UMD SECONDARY EDUCATION

Try us!

We have a new approach to summer school.

If you've got some ideas of your own on what you'd like to do in a summer school to widen your horizons and pick up some new skills, try our summer program. We'll work with you to individually tailor a learning experience that will meet your goals and give you college credit. If this sounds appealing, read on.

We've been given the chance to experiment with a radically different way to run a summer program. We'll offer all the course titles we have so that we can correctly label the experience you have completed and the skills and attitudes you've developed. Some of the kinds of things that will be available for summer '73 will be conventional and scheduled. Others will be non-traditional but scheduled, and still others will be unique and non-scheduled. And beyond that, there may be many things we haven't even thought about since we haven't yet talked to you.

You can enroll full-time in our program and concentrate on one area or several. Or, you can enroll primarily in some other department at UMD (or anyplace else, for that matter) and spend part of your time with us.

Our program stresses flexibility and openness. The best way to determine what can happen for you is to come in early in spring quarter and talk to one of our staff members and begin to plan a program. If that's not possible, write or call. If that's out too, we'll see you the first day of summer session to do the planning, but earlier is better.

You should also know that we have a new Master of Education degree program at UMD. This program is administered at Duluth and stresses the same philosophy as our summer program, namely, flexibility and openness. This new degree makes possible concentration in any subject area if you so desire and will consider experiences gained outside of the usual college course for progress towards the degree.

Both the summer program and the MEd are new in '73 so you probably haven't heard of them before. Now you have. We're betting that if you try us, you'll like it.

For more information send in the information request on this flyer or contact: John Verrill, Chairman, Department of Secondary Education, UMD, Duluth, Minnesota 55812.

UMD SECONDARY EDUCATION

- - - -

Summer Programs

Department of Secondary Education

University of Minnesota, Duluth

Duluth, Minnesota 55812

1973 Summer Programs
Department of Secondary Education
UMD
Duluth, Minnesota 55812

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Name: _____

U of M File No.: _____

PROGRAM SATISFACTION QUESTIONNAIRE

This questionnaire contains items which describe various aspects of the secondary education program in summer school 1973. The purpose of the questionnaire is to find out the satisfactions and dissatisfactions you may have experienced. This questionnaire is intended as an evaluation of the program approach in its entirety. Hence, in answering this questionnaire, please respond in terms of your reactions to the entire program experience during summer school 1973.

Please be sure to record your name and file number on the upper right corner of this page. All responses will be confidential and only summary data will be presented to secondary education. We do, however, need your file number to match this questionnaire with other questionnaires you have completed.

Please read <u>each statement</u> carefully. Then decide how satisfied you are with that aspect of the program described in the statement. Respond by <u>circling the number</u> which is the most accurate description of the way you feel about your program experiences in summer school. Use the following key to indicate your response:

Circle "1" if you are NOT SATISFIED

Circle "2" if you are NEITHER SATISFIED NOR DISSATISFIED

Circle "3" if you are SATISFIED

Circle "4" if you are SOMEWHAT SATISFIED

Circle "5" if you are VERY SATISFIED

If the item is NOT RELEVANT to your experiences, please leave the item blank.

	Percent*				
	Not Satisfied	Neither Satisfied n Dissatisfie	Satisfied	Somewhat Satisfied	Very Satisfied
1. The off-campus experiences which were part of your program.	4	15	19	9	15
2. The amount of work that was required in the program.	1	4	55	11	28
3. The overall competence of the teachers in the program.	1	1	28	15	54
4. The way in which grades were determined.	1	9	26	14	39
5. The way you were rewarded for working hard.	1	12	27	15	30
6. The amount of attention you received from program teachers.	1	4	39	14	37
7. The overall organization of the programs.	3	6	34	22	30
8. The way advisors helped you develop program plans.	5	10	27	15	18
9. The chance to take courses which fulfill requirements/obligations.	2	2	27	14	47
10. The chance to work on projects which interested you.	1	4	23	12	55
11. The chance to have experiences which contributed to your personal growth.	1	5	26	19	46
12. The help you received in trying to attain your program goals.	2	10	34	20	28
13. The concern program teachers had for students' needs and interests.	1	4	34	19	36
14. The chance to register for the courses you wanted.	1	5	26	10	49
15. The difficulty level of the courses you took.	0	5	42	20	28
16. The chance to become acquainted with other people.	1	3	27	17	50
17. The availability of program advisors.	2	10	31	19	24
18. The overall quality of the education you received in the program.	2	4	34	22	34
19. The chance you had to develop your skills.	3	6	37	25	24
20. The quality of the materials used in the courses.	1	5	39	23	29
21. The amount of new information or knowledge you received.	2	2	31	25	38
22. The chance to meet people who were different from you.	0	6	32	20	38
23. The opportunities you had to determine your own pattern of development.	3	5	32	21	34

* Percentages do not total 100 because some items did not apply to each respondent.

	Not Satisfied	Neither Satisfied nor Dissatisfied	Satisfied	Somewhat Satisfied	Very Satisfied
24. The interaction with other program members.	1	7	34	18	34
25. The on-campus experiences which were part of your program.	2	11	37	16	20
26. The way in which books and other written materials were used in the program.	3	8	46	19	20
27. The extent to which the program encouraged you to develop your creative abilities.	4	10	34	22	25
28. The way in which student responsibilities were defined in the courses.	6	8	35	20	27
29. The absence of the typical classroom lecture format.	3	6	24	15	47
30. The freedom that was present in the program.	2	3	22	16	54
31. The variety of offered programs.	3	6	27	18	28
32. The way in which the program was publicized.	20	13	29	11	11
33. The cost of enrolling in the program relative to the benefits.	9	11	42	15	21
34. The overall experience in the summer school program as compared with past summer sessions.	3	7	25	15	20
35. The extent to which the program met your educational/vocational needs.	2	3	25	22	45
36. The general impact which program experiences had on you.	1	5	34	23	32
37. The way in which the programs operated.	2	4	42	20	25
38. The attitudes of program teachers to students.	1	2	28	17	48
39. The encouragement you found in exploring new areas of study.	0	9	24	20	34
40. The content of seminars which you may have attended.	0	10	18	11	15
41. The quality of seminars which you may have attended.	1	8	18	12	14
42. The length of the past program experiences.	1	9	30	11	17
43. The general concept of individualized experiences.	1	3	28	19	37
44. The organization of individual experiences into a programs context.	1	7	27	18	31
45. The amount of time you had to spend to earn the credits.	4	7	38	14	33
46. The amount of time you had to plan out your program experiences.	4	10	37	17	24
47. The extent to which community resources were used.	4	13	22	16	25

	Not Satisfied	Neither Satisfied nor Dissatisfied	Satisfied	Somewhat Satisfied	Very Satisfied
48. The unconventional nature of the program learning experiences.	2	7	36	15	33

49. How valuable was summer school in helping you to become a better teacher?

Of little value	2
Somewhat valuable	17
Valuable	50
Extremely valuable	25

Thank you for your continued cooperation. We do appreciate your taking time to complete this questionnaire.

--Measurement Services Center